

# The BUSINESS EDUCATION World

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NO. 4  
a Year

DECEMBER  
1940

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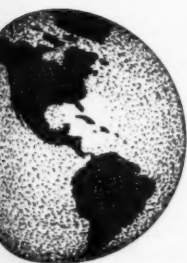
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# The BUSINESS EDUCATION World

XXI

DECEMBER, 1940

No. 4

## Aspiration, Interest, and Achievement

ROY M. DORCUS, Ph.D., and KNIGHT DUNLAP, Ph.D.

*Department of Psychology, University of California, Los Angeles*

WE have been accustomed for many years to hearing such slogans as "Hitch your wagon to a star" and "It doesn't hurt to try." These and many other trite sayings are, for the most part, founded on special instances. One writer on "popular psychology" who has sufficient following to syndicate a column for the newspapers elaborates these doctrines by example after example.

The principles expressed in such slogans may appear to be harmless for most persons. Present practices in certain sections of industry are based on this doctrine, at least by implication. In fact, certain exaggerated theories of democracy have implied that all men are capable of the same level of accomplishment and that all individuals should aim for the highest office of the state.

We find similar popular misconceptions among those who deal with the problems of education. Many people labor under the delusion that all children are equally capable, and therefore that all children should obtain a college education. Not many years ago, inferior children were placed in classes with superior children, in the sublime faith that the latter would motivate the former.

This practice is still followed in industry, particularly in the selling field. Graphic display is usually made of the amount of sales of each man, with the hope that John will somehow improve his sales because William has sold a certain volume of merchandise.

It is a curious fact that people recognize individual differences in physical characteristics—such as weight, height, and hair color—and take it for granted that such differences will be encountered; but most people, as soon as they consider mental characteristics, are unwilling to face the situation squarely. They usually refuse to admit the existence of such differences, and if they do admit it they do not know the wide range in differences that really exists in the population.

[There is still much controversy among teachers of skill subjects about the wisdom of "ability grouping." The facts, as set forth here, should show the futility of this controversy.—EDITOR.]

"Intelligence" will vary from a near-zero score to the maximum score on the test, the numerical value of which depends upon the particular test. Any ratio of performance between lowest score and highest score will therefore be an artifact.

If a distribution curve of "intelligence" scores is examined, it will be evident that there are many more scores clustered at some points throughout the range than at other points. At either end of the range there are relatively few cases. The range represents the spread in individual performance.

In other tests, of special abilities such as memory, writing, reading, motor inhibition, self-confidence, and perseverance, the ratio of the lowest score made by one individual to the highest score made by another indi-

vidual varies in different tests from 1:3 to 1:10, the highest and lowest scores on the tests.

The relative efficiency of persons engaged in gainful occupations such as heel-trimming, polishing spoons, operating knitting machines, and making hosiery shows a ratio of poorest worker to best worker of from about 1:1.4 to 1:5.1. In such occupations as typing and stenography, the ratio of the poorest to the best performance as measured by the Thurstone test is about 1:10.

In addition to marked differences in ability, there are found those who overestimate their ability, who aspire too high, and who are unable to reconcile their aspirations with their accomplishments.

This condition manifests itself in high turnover in industry because of dissatisfaction with jobs. It has been estimated that over twenty millions of people change jobs annually in the United States. The hiring cost for each worker varies with the type of work done and experience required, the range being from about \$200 for the inexperienced person to about \$15 for the skilled operator. It is evident that the yearly cost of labor turnover that reflects dissatisfaction over aim and accomplishment approaches a billion dollars.

Differences in reaction to success and failure have been studied chiefly by two methods: (a) the case-history method and (b) the group-comparison method.

The case-history method shows up the relation between many emotional problems and maladjustments to thwarted ambition. The recent scientific literature contains reports of experiments on lower animals that purport to demonstrate the relation between inability to solve problems and the development of behavior patterns that resemble certain of the behavior patterns

found in maladjusted people. Animal experimentation is important, because there is possible a more rigid control of conditions than can be imposed upon human subjects in similar situations.

Rats develop disorganized behavior when subjected to discrimination of problems that are beyond their ability to solve. Success in estimating one's ability and in setting appropriate goals in life are significant factors for normal, well-balanced living. Case histories of abnormal individuals have taught us to expect certain rather definite patterns of reaction when aspiration is too far above achievement.

[These differences, as explained by the authors, should provide an even stronger incentive for business educators to proceed with a program of effective vocational guidance. But we should never tell a pupil that his aspirations are too high without, at the same time, offering him a more legitimate objective for his aspirations and showing him a path that will lead to the attainment of that objective.—EDITOR.]

Although the average person adjusts to the environment, many persons are unable to attain the necessary balance. In time, neurosis may develop—perhaps even psychosis. There are a number of ways in which the individual can react to his thwarted aims. He may fight back at the environment; he may withdraw from it and seek to avoid painful contacts; or he may react in a disorganized and ineffectual way. Case histories reveal all these patterns, with many interesting variations.

The paranoiac who believes that he is God, Napoleon, or the wealthiest man in the world has resolved his difficulties by developing a thought-world in which he imagines fantastic achievements as substitutes for those denied his aspirations in the real world.

The catatonic and depressed patient who withdraws into himself and cuts himself off from the world at large is overcome by the environment and is no longer able to fight back.

There are many patterns of reaction that are disorganized and may be considered as symptomatic of a neurotic condition. Included in the list are stuttering, stammering, tics (wrinkling the forehead, shrugging

---

◆ **About Dr. Roy M. Dorcus:** Associate professor of psychology, University of California, Los Angeles. Ph.D. from Johns Hopkins University. Acting managing editor of the *Journal of Comparative Psychology*. Editor of *Comparative Psychology*. Chief interests are: abnormal psychology, personality traits, mental traits of athletes, vestibular investigation, tobacco effects, animal behavior.

---



◆ **About Dr. Knight Dunlap:** Professor of psychology at the University of California, Los Angeles, since 1936. Formerly professor of experimental psychology at Johns Hopkins University. Ph.D. from Harvard University. Author of a number of texts in the field of Psychology, including *Habits, Their Making and Unmaking*; managing editor, *Journal of Comparative Psychology*; editor of *Psychology Classics*, *Comparative Psychology Monographs*. Chief interests: effects of subliminal stimulations, time perception, rhythm, effects of oxygen depletion and of narcotics, interrelations of optical and semi-circular canal mechanisms, emotional responses, sex differences, habit formation, stammering, and neurotic adjustment.

shoulders, and sniffing), disturbances of digestion, respiration, and the heart rate. Neurotic symptoms, in whatever way expressed, are assumed by some theorists to be compensatory actions for feelings of inferiority. Some typical ways of compensating follow:

1. Overevaluation of a physical or a mental trait.
2. "Joining," thereby identifying oneself with a superior person or organization.
3. Belittling others.
4. Blaming others for one's own failures.
5. Belittling oneself.
6. Religious compensation.
7. Daydreaming.
8. Antisocial actions.
9. Becoming ill.

We do not wish to convey the impression that an individual who reacts in any one of the ways indicated is necessarily abnormal. Everyone may exhibit such behavior occasionally. It is only when the behavior shows signs of becoming habitual that competent advice should be sought.

The harmful effects of inadequate ratio of aspiration and accomplishment have been pointed out. There are, of course, beneficial effects of adequate ratios. The old saw that "Nothing succeeds like success" is not without merit. This may be proved by pairing children on a basis of ability into two groups and giving them two successive tasks to perform. Those that succeed in performing the first task correctly are apt to succeed in performing the second task correctly, provided the results in Task A are known before Task B is attempted.

[This is one of the reasons why the keeping of a daily progress chart in typewriting is so valuable. Each time you dictate a letter faster to

your shorthand class, tell the pupils; those who succeed in writing at the higher rate will have a better chance than before of writing the next dictation faster.—EDITOR.]

Similarly, if individuals are asked to estimate how much work they can do in a given period, their aspirations vary somewhat in accordance with their previous successes or failures. Paranoiacs are not influenced adversely by failure, whereas depressed patients tend to be directly affected either by success or failure. Experiments with school children confirm the general impression that success is better motivation than failure. Children who are praised for their good work improve more than children who are reproved for their mistakes or for poor work, although bright children are more responsive to both reproof and praise than are dull children.

This can be explained in part by the school setup. The dull child has to work up to his maximum all the time, whereas the bright child is not forced to exert himself to keep up to the class level. When special incentives are added, only the bright child can show improvement. Aspiration and achievement are mutually dependent. The level of aspiration is modified by success and failure, and experiences of success and failure are relative to the level of aspiration. The unpracticed golfer who hopes to shoot a round in 90 will experience the elation of success if he shoots 88, while the expert who usually shoots his round in the seventies will have had a terrible day if he requires 80 strokes.

Hence, the effect of success or failure on the individual is dependent upon the aspiration level the individual sets for himself. The level of aspiration must be adjusted from time to time to provide a goal suitable to the development that takes place within the individual; otherwise no improvement would occur. If the goal is adjusted at a level beyond the reach of the individual's ability, the results are likely to be disastrous.

[Tests, awards, certificates, speed contests of all kinds must be devised in the light of the foregoing principle. In other words, don't hang the carrot too far in front of the donkey's nose!—EDITOR.]

In recommending people for positions, the statement is often made that the candidate will work at any job in which he is interested; and students frequently assign lack of interest in a course as explanation of failure in that course. How great a rôle does interest really play in aspiration and achievement? This is a question we need to consider.

Interest must not be confused with motivation, which may be said loosely to be the driving force behind interest. Although these two psychological concepts cannot be divorced from each other, they are not identical.

One may be interested in food, but the motivating force may be hunger (an intraorganic condition); one may be interested in clothing but the motivating force may be a "feeling of coolness" (a condition of the skin), or need to impress other persons.

Many interests are less tangible and less easily referable to a specific organic condition. One may, for example, be interested in becoming a lawyer; but there is no specific organic condition to which this may be attributed. It may be true, however, that becoming a lawyer would be satisfying or pleasing, and since pleasure may ultimately be assigned to an intraorganic condition, the explanation is not so tenuous as it seems at first.

[We might say that motivation is the fuel that feeds the fire of interest. In skill subjects, motivation is easy—especially in the shorthand and typewriting skills, which have bread-and-butter objectives.—EDITOR.]

That interest plays a dominant rôle in accomplishment has been assumed for many years in both education and industry. This assumption has given rise to such questions as: Can interests be measured? Are interests relatively constant? How are interests related to ability and achievement?

The first of these questions can be answered by discussing briefly the techniques most frequently employed for such purposes. One procedure in investigating interests and aversions is to have the individual make estimates of his attitudes toward a wide variety of occupations, amusements, studies, objects, social actions, and so forth.

Many of these occupations and activities are familiar to him; others are not. His feelings toward the unfamiliar ones are based on insufficient data, and many errors of judgment must occur. Most individuals, moreover, are incapable of analyzing the specific inclinations and disinclinations engendered by the various items in the typical lists. On the basis of the individual's indications of his likes and dislikes (interests and aversions), inexperienced persons often attempt to give vocational guidance without reference to other factors. It is obvious that guidance of that type is not only worthless but may even be pernicious.

Other investigators have approached the problem less naïvely. They have attempted to determine the kinds of interests that may be associated with particular occupations. They seek for the way in which doctors' interests differ from those of lawyers and the way in which the interests of farmers differ from those of chemists.

Occupational-interest tests composed of large numbers of items, each of which requires an indication of interest, or the reverse, on a specific point, have been administered to men and women known to be successful in the various occupations. From the analysis of the answers to each item by a large number of persons, the prognostic value of the separate items for various occupations has been determined.

Since these individuals were successful and had certain interests, it was inferred that other individuals who were interested in similar things would also be successful.

A check on the occupations that students have entered after leaving college seems to indicate that the interest choices as expressed in the "inventory" agree with their actual occupational choices. There is, therefore, a basis for assuming that occupational interest can be measured with some degree of accuracy.

It should be noted, however, that the measurements are only statistically valid, establishing *probabilities* for individuals; and the predictions for any individual, based on the probabilities, may be very wide of the mark.

When the results of vocational interest

tests are coupled with other information, vocational advice can be given with reasonable probability of usefulness. The indiscriminate use of test results for selecting vocations, however, is likely to be disastrous. At college level, vocational interests are fairly stable for periods of several years; at the high school and elementary school level there is about a 50-50 chance of predicting the vocational interests of a year later. In prediction for longer periods, the probabilities are much less. The relation between interest and aspiration can be approached through the study of vocational interests and tests of various abilities.

Investigations have revealed that the relation between interest in various occupations and the intelligence required for those occupations is quite low. At least 50 per cent of a group applying for vocational counsel would have been misplaced if they had been assigned occupations merely according to their aspirations.

The actual correlation between the intelligence of subjects and the intelligence required for the desired occupation was .38. Correlations between scores obtained from mechanical-interest tests and scores on mechanical-ability tests range from about .15 to .35. It appears that interest and ability are not interdependent.

The other factors about which our discussion has revolved are mutually dependent in a complex way. Aspiration and achievement have important influences on each other, but interest does not seem to be so vital either in success or failure. Further improvement of tests and of the application of tests may, of course, modify our conception of these relationships.

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As we go to press, the sad news reaches us of the death on November 23 of Shepherd Young, who was serving his twenty-second year as head of the commerce department of Indiana State Teachers College at Terre Haute. Many of his former students in the department he organized are now nationally known business educators.

He leaves his widow and two sons: Joseph, an instructor at the University of Miami, Coral Gables, Florida; and James, a student at the University of Kentucky.

THE SECRETARIAL-SCIENCE department of Colby Junior College (New London, New Hampshire) sponsored a Business Show on October 19. Exhibitors came from several cities to show adding, bookkeeping, and calculating machines, check writers, dictating machines, duplicating machines, posture chairs, filing equipment, desk supplies, and several models of typewriters.

Miss Stella Willins, World's Champion Woman Typist, gave demonstrations of correct typing technique and made suggestions for building speed and accuracy in typewriting.

Teachers and students from high schools of adjoining towns enjoyed the opportunity to witness the demonstrations, talk with exhibitors, and try out the various machines.

Colby Key, student organization for providing official hostesses to visitors on the campus, assisted throughout the program. Senior students in office-management classes assisted at the exhibit booths during the afternoon. Students of the secretarial-practice classes typed much of the correspondence regarding the preliminary arrangements for the exhibitions and demonstrations.

M. Roy London is director of the secretarial-science department.

---

JOHN C. DELAURENTI, who was engaged in graduate study at Harvard University and New York University during the school years 1938-1940, has been appointed supervisor of distributive education for Central and Southern Illinois.



JOHN C. DELAURENTI

Mr. DeLaurenti holds degrees from Greenville (Illinois) College and New York University. He has been both a commercial teacher and an administrator in the high schools of Illinois. He has had experience as a retail-store owner and manager; has done auditing work; and has had much experience in selling as assistant sales manager for the Osgood Manufacturing Company, Decatur, Illinois. He is active in fraternal and educational organizations.

# New Trends In Letter Styling

FREDERICK G. FOX

RECENTLY I asked two hundred national advertisers, representing the country's leading manufacturers, distributors, and other types of business organizations, to list their preferences in the preparation of business correspondence, and to submit samples of their communications.

Of special interest to typing teachers and to boards of education contemplating the purchase of new typewriters is the definite trend toward the use of machines with elite type (twelve letters to the inch). A tabulation of type-size preferences shows that the elite type was voted a two-to-one favorite over the pica type (ten letters to the inch), with which most standard school typewriters come equipped at the present time. The reasons given for favoring the smaller type are that it saves space, makes a better-looking letter, is more readable, is preferable in the preparation of long reports and legal documents, and produces neat-looking correspondence.

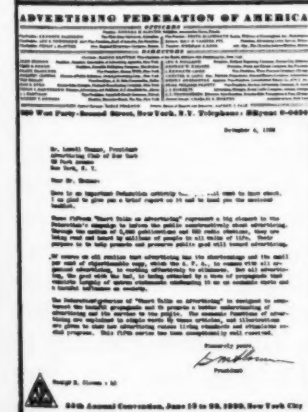
Those who sometimes grow weary of the conservative black-and-white color scheme of business letters will be happy to learn that a number of firms have introduced bright colors into their business correspondence. Among the colors included in the samples submitted were light blue, green, dark blue, red, and brown. In most cases, the color of the ribbon matched the color of the ink used in printing the letterheads.

As might be expected, business correspondents throughout the country vary considerably in the matter of style and arrangement of business letters. One definite trend should be noted, however. The long-established rule of indenting paragraphs five spaces is being abandoned in favor of the ten-space indentation, especially where elite type is used.

Conscientious teachers who are attempting to remain up-to-date in their typing instruction will find that "centering" and "letter placement" now involve a number of new problems, not only because of the increasing use of elite type, but also because of the various sizes and styles of envelopes and letterheads used in modern business offices. While a majority of firms still use the standard (8½ inch by 11 inch) letterheads for ordinary correspondence, the narrower and shorter monarch-sized stationery is favored in many business offices. These smaller sheets are preferred for short letters of the personal type, and are also used extensively for certain types of sales letters. The trend







toward the use of the monarch size is explained by the fact that it "looks more artistic."

Many kinds of envelopes, in a variety of styles, sizes, and colors too numerous to mention, were submitted by the firms who co-operated in the survey. There are two sizes of envelopes commonly used in business. One is called the 6 $\frac{3}{4}$  size, measuring 3 $\frac{5}{8}$  inches by 6 $\frac{1}{2}$  inches. The other is the so-called No. 10 size, 4 $\frac{1}{8}$  inches by 9 $\frac{1}{2}$  inches. These two sizes, which are most popular, are sometimes referred to in textbooks as "standard" and "legal" sized envelopes; but the experts tell us that this is an error, for the trade does not recognize these terms.

The preferred letter styles are the full block, modified block, and indented. They are approximately equal in popularity.

Date-line placement is frequently determined by the arrangement of the printed letterhead. Two out of five firms center the date. A majority place it even with the right margin. Some firms spell out the date in full, although the preferred practice is to write the day and year in figures. One of the most interesting date lines submitted reads as follows:

November 7,  
Our 70th Year,  
1940

Most of the firms reporting favored the blocked address, with open punctuation.

Informality appears to be the rule in the matter of salutations. *Dear Mr.* is preferred over the more formal salutation, *Dear Sir*. Only one firm was found still using the rather outmoded salutation, *Dear Sirs*, in letters addressed to organizations or groups. *Gentlemen* is the preferred salutation in this category.

Some teachers may be surprised to learn that practice differs sharply from textbook theory in the matter of placing the attention line, subject-matter notation, and reference line. Some firms place these above the salutation, some below the salutation, and others on the same line with the salutation. Practice appears to be about equally divided among these three methods of arrangement.

*Very truly yours* is the most frequently used complimentary closing. Others used, in the order of their popularity, are *Yours very truly*, *Yours truly*, *Cordially yours*, *Sincerely*, and *Sincerely yours*.

The colon is the most commonly used character for separating identification initials of the dictator and the stenographer. The bar is second in popularity. The hyphen is used at times. A number of firms place the stenographer's initials directly below those of the dictator.

In connection with the subject of identification practices, it should be noted that there seems to be an increasing use

of numbers as identification marks in place of initials. Several government agencies, as well as private concerns, follow this



FREDERICK G. FOX

plan, which has definite advantages in large organizations where there is danger of confusion because of similarity of initials and names.

Another practice that is growing in popularity is that of spelling out the dictator's name in full, followed by the typist's identification symbol, as follows:

*AEJones-v*  
*CVSmith-3*  
*W N Brown/dnf*

A study of signature preferences reveals a variety of practices. The most widely used arrangement is that of firm name, followed by the typed signature of the dictator. Other arrangements which are followed frequently and deserve mention are:

1. Firm name, no typed signature.
2. Typed signature, no firm name.
3. Firm name, followed by pen signature.
4. Pen signature, followed by firm name or name of the department.
5. Firm name, followed by title or department of the dictator—pen signature.

One large national organization uses no complimentary closing or typed signatures in its correspondence. The pen signature is the only matter placed at the end of the letter. In this connection, it may be interesting to point out that one of the largest insurance companies in the country uses no colon or other form of punctuation after the salutation.

A wide variety of practices exists in the manner of indicating enclosures. Single enclosures are represented in the following ways:

*Enclosure*  
*Enc.*  
*Encl. 1*  
*Encl. (1)*

Two or more enclosures are represented by one of the following:

◆ *About Frederick Fox:* Instructor in Metropolitan School of Business, Los Angeles. Degrees from Fresno State College and U.S.C. Holds shorthand teachers' gold medal. Co-author of "Stenographia Gregg," Russian adaptation of Gregg Shorthand. Has contributed to the *Gregg Writer*; was for two years a correspondent for the International News Service. Hobbies: music, drama, shorthand collections.

#### *Enclosures*

*Encs. 2*

*Encls. 3*

*Encl. (2)*

*Enc. 3*

Many firms have altogether discontinued the practice of indicating enclosures.

Considerable variation exists also in the headings used for the second and succeeding pages of long business letters. In the most popular arrangement, the name of the addressee is placed in the upper left-hand corner, with the page number centered, and the date in the upper right-hand corner—the three items being placed on the same line of writing. The second most popular practice is that of placing all this information in the upper left-hand corner of the page, in three separate lines.


Another common practice is to write only the name of the addressee and the page number. Some firms use only the page number, either centering it or placing it in the upper right-hand corner. Others write only the initials of the addressee, otherwise following the same arrangement as described in the paragraph above.

Those who take an interest in studying modern business correspondence will agree that many a literary masterpiece is produced by our contemporary correspondents and that present-day business letters are much more artistically arranged than those produced a few years ago.

On the other hand, it is also interesting to note that many an overworked, worn-out phrase is still with us. For example, the opening words of a letter I have just received read: "In reply to your letter of the 25th ultimo, will say that as we understand it . . . etc." That's such phrasing as I had not seen for a long, long time. Perhaps none of us will ever see it again.

## Co-operative Secretarial Training

WILLIAM E. HAINES



**EDITOR'S NOTE**—Such excellent progress has been made in the establishment and operation of part-time co-operative classes in retail selling that this intensely practical method of instruction should be extended to other business subjects, particularly the secretarial and clerical-practice subjects.

To aid in bringing about this desired activity, the B.E.W. is establishing this new department, under the direction of William E. Haines, director of business education for the public schools of Wilmington, Delaware. Mr. Haines was chosen to head this department because of the outstand-

ing success of co-operative classes in the Wilmington high schools.

In addition to the contributions appearing each month in this department, Mr. Haines will conduct a readers' service by correspondence. Persons interested in establishing co-operative classes for secretarial or clerical-practice students are invited to correspond with Mr. Haines in care of this magazine.

All questions concerning co-operative classes in distributive education should be directed to your state supervisor for distributive education or to the Office of Education, Washington, D. C.

**I**N the Wilmington schools, during the last semester of the twelfth year the class is divided into two groups, one remaining in school while the other is assigned to jobs.

One student from each group is assigned to a given job; each spends alternate two-week periods in school and at work, thus affording continuity of service to the employer. At the conclusion of each "out" period, the participating employer files with the school a report that is used as a basis for remedial teaching during the ensuing "in" period. Defects in shorthand, typewriting, or book-keeping learning; carelessness in personal appearance; faulty use of English; unbusinesslike work habits; and negative personality traits are typical of the factors revealed by the job experience.

While the school assumes no obligation for the placement of students in co-operative positions, a great many jobs come through the efforts of the co-ordinator. A majority of the co-operatives receive a nominal reimbursement for their services, while others are placed in nonpaying positions that afford good office experience.

The participation of the employing business community is solicited on the ground that the employer has a civic responsibility in the training of its youth for vocational usefulness. The school makes it clear that the co-operative student is a trainee—a learner—and not a skilled worker competing with regular full-time employees. Vigilance is exercised to forestall exploitation, and rare have been the occasions when this has occurred. Just before the student is ready to become a "co-operative," an integrated unit on letters of application is taught in his Business English class. Under the supervision of the teacher, he writes to potential employers.

The student serves an "internship" that starts him well on his way toward vocational efficiency. And—more important from our point of view—the teachers, the students, the parents, and the employers come to think of business education as truly vocational in its accomplishments as well as its aims. A great many employers retain their co-operatives as permanent employees.

To be sure, there are perplexing problems of organization and administration. There

are those who must be convinced. There are students who are not ready—and never will be—for office placement. There are sacrifices and compromises to be made by teachers, students, and administrative officers. There are revealing disclosures of weak spots in our teaching (to say the least!). There are legislative implications. There are problems of public relations. There are problems of curriculum adaptation.

There are—why recount more? We shall deal more specifically with these and others in the months to come. In spite of them all, we still cling to the belief that co-operative part-time education is the best way to attain the first aim of business education—vocational preparation!

Perhaps it could be truthfully said that we in school work are so busy taking aim that we very often do not get around to pulling the trigger. Our speeches, magazine articles, textbooks, and theses are concerned no little with aims and objectives. We sometimes become so preoccupied with the task of preparing inventories of our goals that we lose sight of some of the vital means by which we might accomplish them.

One would not suggest for a minute that aims and objectives are not important. Without them, our educational structure would crumble like a statue made of sand. We dare not ignore the ever-present necessity for re-evaluating and revising them. Ever since business subjects were introduced into the high school curriculum, the issue has been clear-cut.

When it became apparent that the secondary school could no longer confine itself to preparation for college, business education was the first answer to the challenge. The introduction of bookkeeping, typewriting, and shorthand into the traditionally academic school was justified solely on the grounds of vocational usefulness. Few have ever questioned the primacy of our vocational aim. Teachers, administrators, students, and the business community have always thought of our department in terms of jobs and their fulfillment.

But the Debacle of the Thirties came, with its resultant unemployment and with corresponding enrollment increases. Sud-

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◆ *About William E. Haines:* Supervisor of commercial education, City of Wilmington, Delaware. Two degrees from Rutgers University. Has held offices in professional organizations and has contributed to magazines—many articles to the B.E.W.

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denly, we began to hear a little less about vocational aims and more about what we have called personal-use values.

While we have tenaciously clung to the notion that we are training for vocational placement, we have at the same time justified our continued existence by amplifying the general educational values of our subjects. We have fortified our position with the aim of personal use, and in so doing have suffered some loss of prestige as a vocational department. Not a few of the changes wrought in the business curriculum during the past several years have been in response to the criticism that skill subjects alone were not enough. Added emphasis upon social-business values has profoundly strengthened our curriculum.

We are teaching typewriting, bookkeeping, shorthand, and other vocational skills better than they have ever been taught before. A great many of our graduates are finding jobs and making good. Yet, taking the nation as a whole, we fall considerably short of our oft-expressed vocational goal. The obvious reason for this is that we have failed to start from the right point—the businessman, the employer. Instead, we have developed our program more or less by ourselves and have been content to point it toward the job. In short, we have begun from the wrong end.

The rapid growth and development of vocational education in the trades and industry, agriculture, and distributive occupations during the past few years is in no small measure due to the close harmony existing between the school and the artisan, the farmer, and the merchant. The impetus for any vocational effort should come from those for whom we train. On the whole, this is where we have fallen short. The so-called "vocational people" have succeeded remarkably where we in commercial education have fallen short.



Vocational training entails more than the teaching of job techniques. However well our class organization simulates the atmosphere of an office, it is not enough. The embryonic secretary, bookkeeper, or clerical worker must get the "feel" of the job. He can best do this on the job, in an adult world. We must recognize that the school cannot hope to complete the task of vocational training. The employer has the inevitable responsibility of burnishing the rough edges. How much better if he and the school can join together in the task! Neither should disclaim responsibility for bridging the gap between the theoretical and the practical.

**G. J. BURKHARD** has been appointed principal of Whittier-University Elementary School, Berkeley, California. Mr. Burkhard's entire professional career has been in Berkeley, and both his degrees are from the University of California. He was a commercial teacher in the Berkeley High School, later advancing to head of the commerce department. For the last four of the seven years he held that post, he was also vice-principal of the high school.



G. J. BURKHARD

Mr. Burkhard is president of the Bay Section of the Federated Business Teachers Association, treasurer of the Berkeley Teachers Association, and a member of several councils. He was delegate to the N.E.A. convention in Milwaukee last summer and vice-president of Phi Delta Kappa in 1934. He is the author of a course-of-study monograph in business education for use in the Berkeley Public Schools.

**T. M. GREENE**, for eight years a teacher of commercial subjects in the Catonsville (Maryland) High School, has been elected supervisor of business education for Baltimore County, Maryland.

Mr. Greene has taught in summer and evening schools; in the Milburn (Kentucky) High School, where he was assistant principal; and in the Goldsboro (North Carolina) High School, where he headed the commerce department for four years.

He holds degrees from the Bowling Green

(Kentucky) College of Commerce and from the University of Kentucky and has had further graduate study in Western State College, Bowling Green, Kentucky, and the University of Chicago.

Mr. Greene has been active in committees that have prepared courses of study in several subjects.

In addition to his academic training and experience, Mr. Greene has had business experience as a bookkeeper and a salesman.

**HERBERT A. HAMILTON**, formerly assistant professor of business administration at Southeastern Louisiana College, Hammond, has joined the faculty of Southwestern Louisiana Institute, Lafayette, with the same official title. His baccalaureate degree is from the institution in which he now teaches, and his master's degree is from Louisiana State University. He succeeds George Thomas Walker, whose appointment as state supervisor of commercial education for



HERBERT A. HAMILTON

Louisiana was announced in the B.E.W. last month.

Mr. Hamilton also succeeds Mr. Walker as editor of the *Louisiana Commerce Teacher*, official journal of the Commerce Section of the Louisiana Teachers Association. Mr. Hamilton is a past president of that organization and a member of its executive council.

## A Comment on the Defense Program

**TO THE EDITOR:**

In answer to your question, "What Can We Do?" in the October issue of the B.E.W., I reply:

Definitely our vocabulary in business is changing, business forms and styles of letters are changing, machines and the demand for speed are changing. Methods of teaching and application therefore must undergo revision.

We can only do what is obviously demanded at the present time. We must train prospective employees to be fitted for the change in office positions awaiting them.

I intend to get behind the movement of whatever is decided we can do.—*Catherine M. Wiswell, Community High School, Lincoln, Illinois.*

# How Fremont High School Trains Stenographers

ELIZABETH C. PATTERSON and AMY LINCOLN PHELPS

**D**ESPITE the fact that Fremont High School has one of the largest commercial departments in the Los Angeles public schools, and therefore has an abundance of good pupil material, we shorthand teachers became convinced about two years ago that we were not getting the results we should. With the approval of the head of the department, Mr. A. J. Misner, we set out to do something about it. While there is nothing very startling about our methods, we feel that the results have amply justified their use.

Gregg Shorthand teachers are wonderfully fortunate in the wealth of excellent material available for class use. Their problem is only the selection of material and the manner of presentation. Since our department is run on thoroughly democratic lines, a meeting of the shorthand teachers was called to decide on methods and material for various grades. The majority of teachers felt that in the first two terms of instruction a method that combines the use of the Manual with large quantities of reading material would give us the best results.

In our school, no teacher is forever relegated to the teaching of a certain grade of shorthand. We find that teaching an upper-grade class gives a teacher a definite point of view on the results to be striven for in the lower-grade work, and that teaching a lower-grade class makes him more patient and helpful when he finds a lack of perfection in the transcription classes.

## *Pupil Guidance*

We use no prognostic tests or other devices for determining the suitability of a pupil for the study of shorthand. Pupils who, because of a physical or mental handicap, seem unsuited to its study are "advised" away from it by the counselors, but even the least promising are allowed to try

it if they insist. Our Shorthand 1 classes are, therefore, entirely "unexpurgated" at the beginning. At the end of the first term, however, elimination is made of those who have proved hopelessly incapable of success. This calls for sympathy and discretion on the part of the teacher. Every soul that offers any possibility of salvation in the form of an employable stenographer is saved if we can possibly achieve this.

By the end of the second term, those pupils who are not succeeding are usually convinced that they should drop the subject and are transferred to a nonstenographic clerical course.

Shorthand is a vocational subject, and it is our firm belief that it should be treated as such from the beginning. For this reason, from the first day the ultimate objective of a job is held before the pupil. This idea colors all the instructional and learning processes. It creates a strong bond with his work in English; bookkeeping, typewriting, salesmanship, etc. It obviates the necessity for discipline in class, because office etiquette is the accepted standard of behavior.

## *Methods and Devices for the First Two Terms*

The ideal of hard work is established early in the course. Pupils are imbued with the idea that learning shorthand is their personal responsibility; that to be successful they must develop a self-starting apparatus that will work automatically and will carry them along through day after day of hard work, without constant prodding from the teacher. The amount of enthusiasm that they put into their shorthand study is a joy to the teacher and a very good augury that they are forming the kind of habits to lead them to success in business offices.

Among the devices used by our teachers of beginning shorthand are the following:

1. A quick coverage of the first and second chapters in the Manual, before intensive drill.  
2. Fountain pens and regular shorthand notebooks are required.

3. Insistence on writing, not "drawing," from the beginning. Sometimes, a teacher writes a short sentence rapidly on the board with the remark, "You can be writing as fast as this in five minutes"; then drills cumulatively until the pupils actually do. Another teacher, recognizing the fact that shorthand is a motor study, develops co-ordination of mind, eye, ear, and hand by having pupils make the forms with pen in their notebooks as they read from printed shorthand. The result on paper is a tangled web, but the co-ordination established helps to avoid the hand's "blind staggers" in dictation.

4. Since the first year of shorthand is largely one of building a correct finger-tip shorthand vocabulary, constant drill is given on facility in writing—that is, quick recall and smooth penmanship. In some classes the daily routine includes a ten-word test that samples the day's new words; these are immediately corrected by the pupils, scored, and handed in—the whole process taking not more than 5 minutes. A perfect score is the only acceptable result.

### *Tying Up the Theory Threads*

As soon as Chapter XII has been covered in Shorthand 2, Complete Theory tests are given. Outlines are corrected from forms written on the blackboard by the teacher; an analysis is made of the types of errors, and sections of the Manual dealing with needed principles are assigned for study and a brief review at the beginning of the next class period. Usually, two Complete Theory tests are given each week, the rest of the time being spent on reading material and speed studies. When the class has got the "feel" of the tests, several are given for testing purposes only. Pupils are expected to pass these with a mark of 95 per cent or better.

About the same time, we begin giving 60-word transcription tests. These are always given under strict test conditions and are immediately transcribed in longhand. This forms a bridge to the typed transcription work that is to come in Shorthand 3. The number of tests given and the emphasis placed upon them differs somewhat with the makeup of the class, but ordinarily all but the few poorest will pass at least one 60-word test during the term. Their passing of such a test is not, however, made a condition of their passing the course.

### *Ability Grouping in Second-Year Shorthand*

At the end of the second term of shorthand, the better half of the pupils in the class are put into a "fast" group, while the lower half are placed in the "normal" class. This division is made on the basis of the pupils' best interest.

For the most part, they divide themselves naturally, but if there is any doubt as to the group in which a pupil belongs, the teacher talks the situation over with him, and together they come to an amicable conclusion. If the pupil feels that he will work better in the faster class, he is allowed to try it. If at the end of five weeks he is not succeeding, he is returned to the slower group.

And, by the way, we are very careful not to stigmatize this slower group. It is in every way a normal group, and is expected to be able to take ordinary new matter at the rate of 100 words a minute by the end of the fourth term, and to be distinctly employable in offices not requiring excessive shorthand speed.

The faster class, however, is given every possible opportunity to increase its dictation and transcription speeds. The class as a whole is expected to be able to pass the current Gregg 120-word transcription tests, with the better members taking 130 or 140 words on new matter at the end of the fourth term of shorthand study.

To this end, a second weeding out is accomplished at the end of the third term, when a few are recommended to the "Normal 4" rather than the "Rapid 4."

### *Methods and Devices for Shorthand 3 and 4*

Shorthand 3 and 4 are two-hour subjects, the second period being used for transcription and Office Practice.

For a few days, most of the matter used for transcription is textbook material that has previously been read and discussed in class. Thus, pupils do their first transcription at the typewriter from easily legible notes. Shortly, new material is given and read before transcription. In two or three weeks pupils are ready to transcribe new material from notes that have not been read.



ELIZABETH PATTERSON

### ABOUT THE AUTHORS

ELIZABETH C. PATTERSON and AMY LINCOLN PHELPS are teachers in the Fremont High School, Los Angeles. Miss Patterson is a graduate of the University of Missouri and has studied in the University of Berlin, the University of Pittsburgh, the University of California at Los Angeles, and the University of Southern California. She was a teacher of foreign languages until she transferred to the commercial department by choice. Miss Phelps holds degrees from the University of California and the University of Southern California. She has had various teaching assignments in the Los Angeles high schools but prefers her

present job to the others. She has published several articles and poems. Both Miss Patterson and Miss Phelps enjoy travel and color photography.



AMY L. PHELPS

During both the third and fourth terms a continued review of shorthand theory is carried on. Grammar, spelling, punctuation, and English usage are hammered at continuously and strenuously. The rules are gone over carefully in class at the beginning of each assignment. Shorthand letters are read, with punctuation indicated. Differences of opinion are ironed out, and matters of taste in the use of commas discussed and allowed.

Several days later, review dictation embodying the same rules is given to fix them in mind. But even that is not enough. Constant vigilance on the part of the teacher is required to prevent lapses and relapses until every pupil has become conscious of punctuation and grammar.

Misspelled words in a transcript are considered inexcusable. For class use during the transcription period, we have a number of students' dictionaries and one unabridged dictionary, which pupils are expected to use freely. The rule about spelling is "Don't trust your imagination. Look it up!" It is very noticeable that with the better pupils the need for the dictionary diminishes rapidly.

The bulk of the dictation in Shorthand 3 consists of letters. For testing transcribing ability, four letters of about 125 words in length are dictated, to be transcribed in one period of 50 minutes. Letters are marked on their mailability. Pupils are expected to proofread and correct all errors before "mail-

ing" their transcripts by handing them to the teacher. Neat erasures, therefore, are allowed; if the erasure is poorly done, it is penalized.

One mailable letter out of four receives a mark of D; two, C; three, B; and if all four are mailable, the highest mark, A, is given. The question of mailability sometimes requires careful judgment on the part of the teacher.

The rate of transcription is timed very frequently. The objective is to have the class as a whole transcribing at the rate of 20 to 25 words a minute by the end of the third term of shorthand. The better students exceed this rate, while the poorer ones will barely reach the 20-word level. By the end of Shorthand 4, all except the poorest will be transcribing at from 25 to 30 words a minute.

Practiced matter is dictated in class at about 20 words a minute faster than new matter.

Eighty-word tests are given shortly after the beginning of the third term of shorthand. As soon as the majority of the class begin to pass them, part of the new-matter dictation is speeded up to 90, then to 100 words a minute, or better.

### *Method of Correcting Tests*

It has been found that pupils remember correct style better when they themselves make the corrections. Therefore, they always correct their own test transcripts be-



fore the transcripts are checked by the teacher. For this purpose, fifteen or twenty typed copies of the various tests are made, and as soon as a pupil has completed his transcript, he comes to the teacher's desk, takes one of these "keys," and marks on his transcript all deviations from the copy, whether he agrees with them or not, and places at the top of his paper the total number of differences he has. The teacher decides how many of these should be counted as errors.

Virtually all the "rapid" Shorthand 3's pass 100-word tests easily before the end of the term. Those who do not are candidates for the slower group in Shorthand 4. During the term ending June, 1940, a few of the 3's received their 120-word pins, but for the most part it does not seem wise to push them to this speed at the risk of impairing their notes.

### ***Building an English Vocabulary***

To widen our pupils' English vocabulary, more difficult dictation is also given from time to time. Sometimes this is merely read back in class; sometimes it is transcribed. It may consist of any kind of current material, such as newspaper editorials, financial comment, or brief articles from such magazines as the *Reader's Digest*. This kind of dictation is given much more slowly than the less difficult matter.

Since vocabulary building is the primary aim, it is very important that every pupil get all the dictation down. Pupils are therefore requested to "give the last word they got" when they break during the take, and the dictator repeats from that point. Sometimes it is advisable to appoint only one pupil from among the slower third of the class for the interruptions, in order to avoid forming the habit of stopping the dictator unnecessarily.

New or difficult words are discussed both for meaning and shorthand form. The material is then dictated again at a more rapid rate without interruptions if the time allows.

Shorthand 4 carries on the same methods begun in Shorthand 3, except that the class is expected to transcribe six letters instead of four during a period, and special training is given for the *Congressional Record*

matter used for the 120- and 140-word tests. For this, the little pamphlet, *Congressional Record Vocabulary*, is used, together with some mimeographed sheets containing additional words and phrases.

These sheets, made and assembled by the Shorthand 4 teachers, and labeled "Quick Tricks for Shorthand 4," are given to the pupils at the beginning of the term. A definite page is assigned for home study, and the test to which it relates is used in class the next day for dictation and speed practice. Time is always given in class for the discussion of forms, phrases, or short cuts. If the pupil is interested enough to ask a sensible question, it should be answered in good faith.

To give our pupils a taste of actual office procedure, we are fortunate in being able to assign some of the best of them to the commercial supervisor's office for a week at a time. In addition to this, Mr. John Given, our city supervisor of commercial education, visits the Shorthand 4 class at the school and dictates numerous routine letters, which the pupils transcribe for him. We are also always delighted to have calls for secretaries from teachers in the school. Pupils are sent out on these jobs for actual dictation, but the work is carefully supervised to prevent exploitation of the pupils.

### ***And Now the Job***

About the middle of the senior term, the personnel director of one of the large business houses of the city is invited to speak to the Shorthand 4 classes. The same things the teacher has been saying over and over take on a new meaning when voiced by an outsider, and meeting an actual person to whom they may be applying for a job within a few weeks tends to bring the business world realistically close to the pupils.

Toward the end of the term, we begin to send the "cream" of the class out for interviews, and often some of them are placed in positions even before the close of school. Naturally, this causes enormous enthusiasm and eagerness among the others, and the term is apt to end in a swirl of activity, interviews, and placements, which make us feel that the effort has been worth while.



# Visualizing the Discounting of Notes

HAROLD M. PERRY

**M**ANY recent studies have been made to determine the difficulties that confront the instructor in presenting bookkeeping material. Needless to say, one of the difficulties most often found is in presenting the unit of work called "The Discounting of Notes." Your author has approached with great detail this particular phase of bookkeeping work and has a suggestion to make to fellow teachers.

Visual education and visual aids have been used as much as possible by commercial educators to help introduce and teach units of work. There are many kinds of visual aids; the one needed to introduce this work is found in all classrooms—the blackboard.

In an introductory explanation, the teacher will, of course, cover such material as the elements of a note, the need of such a transaction as the discounting of a note, and the general terminology of the textbook chapter on this subject.

This introduction completed, the stage is set for illustrating the discounting of a note on the blackboard. The following steps for the student are suggested:

1. Find the maturity value.
2. Determine the discount period.
3. Compute the discount for the period.

4. Find the actual proceeds.
5. Make the necessary entry.
  - a. If proceeds are less than the face of the note, record interest expense for that difference.
  - b. If proceeds are more than the face of the note, record interest income for that difference.

The success of the day's work will rest in the understanding of these five short but important steps. Perhaps this guide should be included in the student's notes for future reference.

Now put the guide into actual use. Place on the board a typical note transaction such as might be found in any text:

On May 16, Mr. Jones discounts at 6 per cent, with the bank, a note received on May 6 from Mr. Smith. The note has a face value of \$640 and is for a 60-day period with interest at 6 per cent.

Step 1 of the guide tells the student to find the maturity value. The blackboard now enters into the discussion. Place Illustration I on the board.

This gives the student a picture of the note for the 60-day period. By the 6 per cent method we know that the interest for 60 days at 6 per cent is \$6.40. This interest, added to the face of the note, gives the maturity value or \$646.40.

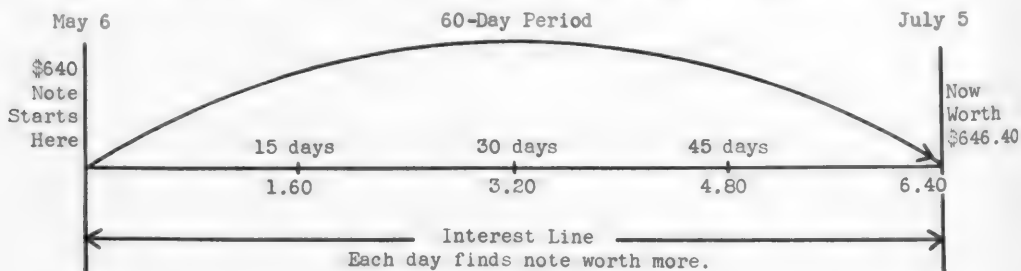


ILLUSTRATION I

Next, the guide indicates that the discount period must be found. Discount period is that period or number of days between the day of discount (May 16) and the maturity date (July 5). Simple arithmetic will show that there are 50 days in this period. With the aid of another drawing placed on the board (see Illustration II), it is easy for the teacher to show the discount period.

A good review of the calendar months might take place at this point. An introduction of the rhyme, "Thirty days hath September," and use of a calendar are suggested.

The third step in our guide tells the student to find the discount. This charge is always figured on the maturity value for the number of days in the discount period at the determined rate of discount.

Common sense tells us that if the bank holds the note for a certain portion of the 60-day period, the bank is then entitled to a definite portion of the interest received at maturity. In other words, the original holder is entitled to the interest for the period he keeps the note; and the bank is entitled to the remaining interest, unless the bank rediscounts the note. Now the diagram in Illustration III is placed on the blackboard.

Due to business policy, bank discount is figured on maturity value and interest on face value. The maturity value of this note is \$646.40 (Step 1), the discount period is 50 days (Step 2), and the rate of discount is 6 per cent. By the simple 6 per cent method we find the discount to be \$5.39.

Step 4 of the guide instructs the student to find the proceeds. This is accomplished by subtracting the discount (\$5.39—Step 3) from the maturity value (\$646.40—Step 1);

◆ *About Harold M. Perry:* Studying for an advanced degree at New York University, where he is a teaching fellow in education. Master's degree from the University of Iowa. Now on leave of absence from Teachers College, Pittsburg, Kansas, where he is assistant professor of commerce and business administration. Taught for six years in Illinois high schools. Hobby is making friends.

the remainder is \$641.01. (Experience will show that this final figure may be either more or less than the face of the note discounted.)

The last step in the guide instructs the student to make the necessary entry. He finds, by referring to *a* and *b*, under Step 5, that interest income is involved, because the proceeds exceed the face.

The entry, therefore, is as follows:

Cash .....	\$641.01
Interest income .....	1.01
Notes receivable discounted...	\$640.00

This entry is to be recorded either to the General Journal or the Cash Received Journal, depending on the books being used by the particular class.

Now is the time to explain the purpose of the new account called "Notes Receivable Discounted." It is classified as a contingent liability, but terms like this will puzzle the class at first.

As soon as the bank informs the business that the note has matured and has been paid, the contingency is removed by making the following General Journal entry:

Notes receivable	
discounted .....	\$640.00
Notes receivable .....	\$640.00

The blackboard drawings are essential to give to the student a visual concept of the note, so that he can see just what channels the note goes through in the process of

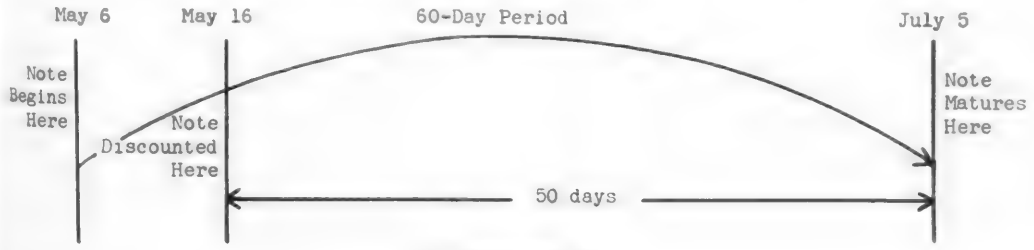


ILLUSTRATION II

May 6

May 16

\$6.40 for 60-Day Period

July 5

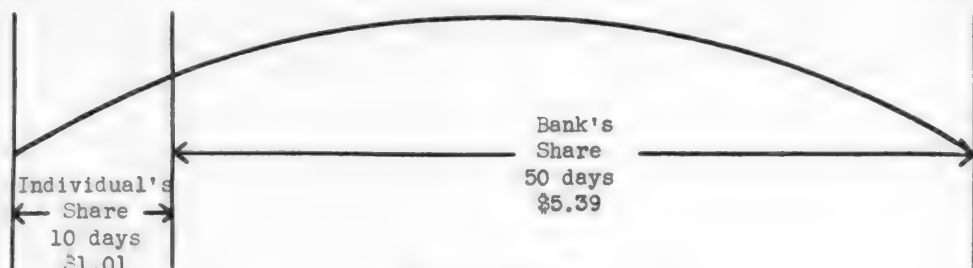


ILLUSTRATION III

discounting. The instructor should use terms and illustrations with which the students are familiar.

Now let us take another illustrative transaction. The same transaction may be used, except that a non-interest-bearing note should be illustrated this time, as in the following example:

On May 16 Mr. Jones discounts at 6 per cent with the bank a note received on May 6 from Mr. Smith. The note has a face value of \$640, bears no interest, and is for 60 days.

Step 1 in the guide is to find the maturity value. Since the note is now a non-interest-bearing note, the maturity value and the face value are the same. The first drawing can be repeated on the board.

Reference to the guide tells the student to find the discount period. This is exactly the same as in Step 2 of the first problem—50 days.

Now the discount must be found. In this illustration, the discount is found to be different because the maturity value is different. Figuring \$640 for 50 days at 6 per cent, the discount is found to be \$5.33.

The class is now ready to determine the proceeds. Subtracting the discount (\$5.33—Step 3) from the maturity value (\$640—Step 1), the net result, or proceeds, is found to be \$634.67. Mention should be made that the bank will charge for this service of discounting, whether the note bears interest or not.

Now the last and final step, that of making the entry. Note *a*, under Step 5 of the guide, states that if the proceeds are less than the face (which is true in this example) interest expense is involved and must be so recorded. The entry, then, is as follows:

Cash ..... \$634.67

Interest expense ..... 5.33

Notes receivable discounted... \$640.00

Review on the "contingent-liability phase" is advisable at this point.

All instructors of bookkeeping are agreed that certain types of bookkeeping work during the year are more difficult to present than are other units. The difficulty referred to in this teaching aid is merely one of many that teachers meet during the teaching year.

**C.** GUY BROWN, head of the commercial teacher training department of the University of Oklahoma since 1938, has been called into Army service as an officer in the Oklahoma National Guard.



C. GUY BROWN



C. C. CALLARMAN

C. C. CALLARMAN, formerly of the Oklahoma Agricultural and Mechanical College, Stillwater, succeeds Mr. Brown for the coming year at the University.

Mr. Callarman is especially well known for his success in training secondary-school students for participation in state commercial contests. For three consecutive years, when he was head of the commercial department of Ponca City (Oklahoma) High School, his students won all possible places in the second-year shorthand contests held by Oklahoma A. and M.



# A Lesson-Plan Contest for Bookkeeping Teachers

No Extra Work . . CASH PRIZES . . No Special Preparation

FIRST, sell your subject. Experienced teachers and professors of educational psychology give this advice to newcomers in the teaching profession. Experienced educators know the importance of stimulating the interest of beginning students. For the introductory lesson in any class, a carefully planned procedure is imperative.

The BUSINESS EDUCATION WORLD would like to publish some of the best lesson plans obtainable for a beginning bookkeeping course. This magazine will award cash prizes for the best plans submitted for each one of these three most commonly used approaches to the subject:

1. Balance Sheet
2. Journal
3. Ledger

## Contest Rules

1. This contest is open to anyone who is teaching, or has taught, bookkeeping.
2. The lesson plan to be submitted shall cover only the first, or introductory, lesson for the first-year bookkeeping course. The plan may involve any one of the three most commonly used approaches: Balance Sheet, Journal, or Ledger.
3. The plan may be either in outline or composition form, handwritten or typewritten on 8½ by 11 paper. Please use only one side of the paper and have generous margins.
4. There is no word limit. The only require-

ment in regard to content is that it *must be original*.

5. The contest will close December 23, and entries received after that date cannot be considered.

6. Address your entry to the Bookkeeping Editor, The Business Education World, 270 Madison Avenue, New York, New York.

7. In the upper right-hand corner of the paper write your name, school, and address (street and number, city or town, state).

8. The winning plans submitted in this contest will be published in the February and subsequent issues of the B.E.W.

9. Judges will be Milton Briggs, Clyde I. Blanchard, and R. Robert Rosenberg. Decisions of the judges will be final, and no entries can be returned.

10. The BUSINESS EDUCATION WORLD will award a first prize of \$10 and three additional prizes of \$2 each for the best plans submitted for each of the three approaches—a total of twelve cash prizes. In case of a tie, duplicate prizes will be awarded. All papers submitted become the property of the BUSINESS EDUCATION WORLD.

11. Contestants may enter plans for more than one of the three approaches mentioned above.

Here is an opportunity for you to help some beginning teacher, a chance to share your teaching experience and perhaps at the same time earn an extra \$10 for yourself. Send the Bookkeeping Editor a copy of that first lesson plan before December 23.

A COMMISSION of thirty members of the Eastern Commercial Teachers Association has been appointed to consider the theme, "Business Education for Tomorrow."

One aspect of curriculum revision will be developed by each of the three committees, of ten members each, into which the commission is divided. The three problems to be studied are as follows:

1. The Purpose and Objectives of Business Education.
2. Trends and Factors Affecting Curriculum Revision in the Business Education Program of the Secondary School.
3. Principles, Procedures, and Methods of Curriculum Construction.

The results of the study will be incorporated in the 1941 E. C. T. A. yearbook. Dr. Foster W. Loso, city director of commercial education, Elizabeth, New Jersey, is editor.

SEVEN REGIONAL MEETINGS of Alpha Iota, international honorary business sorority, were held during the fall, with the chapters of the following schools as hostesses:

Utica School of Commerce, Utica, New York; Strayer College, Washington, D. C.; National Business Training School, Sioux City, Iowa; Parsons Business School, Kalamazoo, Michigan; Heald College, San Francisco, California; Kelsey-Jenney Commercial College, San Diego, California; Thompson College, York, Pennsylvania.

On October 15, Milwaukee Alumnae Chapter, Spencerian College, was installed by Regional Councilor Ethel Stewart.

On October 21, the 154 chapters celebrated the fifteenth anniversary of the founding of Alpha Iota by holding banquets in honor of their founder and president, Mrs. Elsie M. Fenton.

# The Good Typist—A Test

BERNARD V. DEUTCHMAN

*Union Hill High School, Union City, New Jersey*

**T**HIS test was originally devised for use at the end of the first semester of typewriting instruction. The immediate purpose was to get away from the traditional test, in which students are asked to list a number of the parts of the typewriter and their operation. This test accomplishes the same objective, that of testing the student's knowledge of the parts of the machine and their correct operation, in a much more interesting and effective manner than the traditional test.

This test need not be limited to first-semester typewriting students.

No attempt has been made to establish a single, standard answer for each question. It is expected that answers will vary according to local situations, such as the model of typewriter used, the terminology employed by the textbook in use, and the teacher's and students' vocabularies.

For example, the correct answer to Question 12 might be "paper fingers" or "paper bail," depending upon the typewriter. For Question 25, the answer is given as "rapid or rhythmic"; many teachers, however, prefer to call this a "getaway" or "hot-key" stroke.

This variation in answers is anticipated by the form of several of the answers. When several answers, connected by the preposition *or*, are given, any of the answers is acceptable.

Individual teachers will be expected to change the list of answers to include any expression, phrase, term, or name that corresponds in general meaning with the given answers, general practice, or the teacher's method of instruction.

## *The Good Typist*

The good typist sits down before the typewriter and uncovers it. After placing the copy on the (1) side of the typewriter and several sheets of paper on the (2) side, he grasps a sheet of paper with his

(3) hand, its palm (4), so that the four fingers are on top of the paper and the thumb underneath it. The paper is then turned so that the thumb is (5) the typist; then it is placed against the (6) with its left edge against the (7), and the bottom resting between the (8) and the (9). A rapid twist of the (10) knob brings the paper into view above the (11), and a second twist will roll it forward so that it will be held securely in position against the cylinder by the (12).

Once the paper is in position, it is necessary to adjust the (13), the (14), and the (15).

The correct position of the typist at the typewriter will be as follows: body (16); feet (17); the forearms and back of hands in (18) with each other; head held (19); eyes concentrated on the (20), not on the (21); fingers well (22) and placed on the (23). Only the fingers should move, not the (24); and the keys should be struck with a (25) motion.

To center a heading, the typist strikes the (26) key (27) for each (28) characters in the heading. Striking the line spacer (29) times will bring the (30) one inch from the heading. Pressing the (31) will indent the necessary (32) spaces from the (33) margin for the first line of the paragraph. To make a capital letter, he depresses the (34) and types the letter to be capitalized.

As each key is struck, the (35) rises and the type fits through the (36), striking the (37) [which is brought into place by the (38)], and then the (39).

Spacing between words is accomplished by tapping the (40) with the (41). The accurate typist spaces (42) after a period, (43) after a comma, (44) after a colon, (45) after a semicolon, and (46) times after a dash. He types across the page until he hears the (47), then returns the carriage and continues typing. If the margin

is reached in the middle of a word, the word is (48) and completed on the next line. Should the carriage (49) at the end of a line, however, it is possible to finish the word by pressing the (50).

One line is skipped between paragraphs by line-spacing (51). The good typist avoids typing too close to the bottom of the paper by stopping at the mark that he made about (52) from the bottom prior to insertion.

The paper is (53) for errors before being removed from the typewriter. Erasures are made only after the carriage is moved all the way over to the (54). By pressing the (55) with one hand the paper can be easily removed from the machine with the other. If the paper has been removed, however, and must be reinserted for corrections, the careful typist makes certain that each typed line is the proper distance above the (56). If not, the paper is adjusted by pressing the (57) and rolling the paper either up or down. It is also important to see that each previously typed character will come directly behind the (58). When necessary the paper can be moved to the right or left by pressing the (59).

The artistic typist would depress the (60) to type the author's name in capitals, but to italicize it he would use the (61).

In order to type on a sheet of lined paper he would probably have to use the (62).

### Key

- |                                    |   |
|------------------------------------|---|
| 1. right                           | 32. five  |
| 2. left                            | 33. left  |
| 3. left                            | 34. shift key                                       |
| 4. down                            | 35. type or type bar                                |
| 5. toward                          | 36. type bar guide                                  |
| 6. paper table                     | 37. ribbon  |
| 7. paper edge guide                | 38. ribbon holder                                   |
| 8. cylinder                        | 39. paper   |
| 9. paper feed rolls                | 40. space bar                                       |
| 10. right cylinder                 | 41. right thumb                                     |
| 11. front scale                    | 42. twice   |
| 12. paper holder                   | 43. once  |
| 13. marginal stops                 | 44. once or twice                                   |
| 14. tabular stops                  | 45. once  |
| 15. line space gauge               | 46. zero  |
| 16. erect                          | 47. bell  |
| 17. flat on the floor              | 48. hyphenated                                      |
| 18. line                           | 49. lock  |
| 19. erect                          | 50. margin release                                  |
| 20. copy                           | 51. twice   |
| 21. typewriter                     | 52. one inch  |
| 22. curved                         | 53. proofread                                       |
| 23. home keys                      | 54. side  |
| 24. hands or arms or wrists        | 55. paper release                                   |
| 25. rapid or rhythmic              | 56. line scale                                      |
| 26. backspace                      | 57. variable line spacer                            |
| 27. once                           | 58. type bar guide                                  |
| 28. two                            | 59. paper release                                   |
| 29. six                            | 60. shift lock                                      |
| 30. printing point or writing line | 61. underscore                                      |
| 31. tabular key                    | 62. line space disengaging lever or ratchet release |

**D**R. WILLIAM EDWARD GRADY, since 1931 associate superintendent and chief of the vocational division of the New York City Schools, died at his home in Brooklyn, on November 7.

William Edward Grady was born in Cleveland, Ohio, on October 28, 1876. He was educated in the public schools of New York City; received a degree of Bachelor of Science from the College of the City of New York, a degree of Master of Pedagogy and a law degree from New York University; and did postgraduate work at Columbia University.

Dr. Grady's first assignment as a grade-school teacher was in Public School 86, in Harlem, the school from which he had graduated. Subsequently, he took the New York City competitive examination for

principal, in which he ranked high on the list of examinees. He was assigned, in 1912, to the principalship of Public School 64, in Brooklyn.

In 1918, he was appointed district superintendent of schools and administrative assistant to Dr. Ettinger, then city superintendent of schools. In 1931 he became associate superintendent of schools.

Dr. Grady was the author of many textbooks on reading, arithmetic, geography, and history. He was a member of the bar, though he never practiced law. He was an authority on juvenile delinquency and was appointed by Governor Lehman to the Commission for the Study of Educational Problems of Penal Institutions for Youth. He also helped to organize the Police Academy.



# The Modern High School Program

## 4. The General-Education Concept (*Continued*)

WILLIAM R. ODELL, Ph.D.

ONLY one sample core-curriculum program was included in the article that preceded this one. (See the *BUSINESS EDUCATION WORLD*, November, 1940, p. 207.) We shall examine several others, which present interesting contrasts to the first as well as to one another.

The Carpinteria Union High School, whence comes the second sample, is a California Co-operating School. The following chart and description are based upon the recent bulletin, *Programs of the Co-operating Secondary Schools in California*.<sup>1</sup>

### GRADE PLACEMENT OF COURSES IN THE CORE AREA, CARPINTERIA UNION HIGH SCHOOL

#### Grade 9

Health Practices  
Foundations (English, history)  
Foundations (science, mathematics), 1 period

#### Grade 10

Health Practices  
Foundations (English, history), 1 period  
Foundations (science, mathematics), 1 period

#### Grade 11

Health Practices  
Human Relations, 2 periods

#### Grade 12

Health Practices  
Human Relations, 2 periods

The following is a description of the "foundations" and "human-relations" courses:

The organization towards which the curriculum is moving calls for the substitution of a major "theme" for each of the grades or years. Thus, in the ninth-grade English-history course the approach is through language.

<sup>1</sup> California State Department of Education, Bulletin No. 3, Sacramento, California, May, 1939, p. 12.

Subdivisions of the major theme are: how language has grown or developed, language as a means of communication (literature), language and the interpresentation of history, language and grammar today, and writing and oral expression. As a culmination of the work of the ninth year, it is planned to produce a series of pageants in which the successive civilizations of the world will be presented in a sequence of scenes. These will deal with nations as they existed down to the time of the Renaissance.

In tenth-grade English history the theme is modern nations. It is the purpose of the tenth-year Foundations course to give pupils an opportunity to obtain an understanding and appreciation of the present nations of the world, with their types of people, government, position in international affairs, and relationship to the students and their interests. Materials used are the history texts, current periodicals, literature, art and music. Derived activities are so organized as to give emphasis to reading, oral reports, and listening to and note-taking on lectures or talks upon art, music, and literature. Expression dealing with stories, essays, drawings, and handicrafts is likewise cultivated.

In grade eleven the theme is the adaptability of human nature. Human relations, including aspects of personality, occupy a prominent position. Literature is given a strong emphasis. Content is drawn largely from American sources, and the work is of such a nature as to meet the state requirements for American history and civics, as well as the requirements of the California State Department of Education for homemaking instruction. Basic human problems constitute the approach in the course. Family relations, social behavior, vocational choice, and personality development are typical problem areas studied in the light of psychology, sociology, literature, history, government, and economics.

In the twelfth grade no theme has definitely been chosen. It is probable, however, that the work will be closely related to that of the eleventh grade. One of the problems under consideration is the manner in which the nursery school and allied activities may be used to teach child care and home relationships. Such topics



as marriage and eugenics, home budgeting, installment buying, and vocational guidance will probably be incorporated in the twelfth year work.<sup>2</sup>

All ninth- and tenth-grade pupils go into the the two-year Foundations course in mathematics and science. To escape formal subject matter, instructors of shop, mechanical drawing, printing, commercial subjects, agriculture, home economics, and health co-operate closely with the teachers for the Foundations course in organizing the mathematics-science material.

The chief unit of study in the ninth year is the home. Emphasis is placed upon house planning and interior furnishing, maintenance of plumbing fixtures, and the use and care of electric appliances. Different teachers handle different topics. In the tenth grade conservation of soil and other resources sometimes occupies a semester. These are followed by practical mathematics.<sup>3</sup>

This second program is a good example of a fused curriculum. All the core program subjects have been constructed anew by combining or fusing the content from several traditional subjects within single subject fields and from different subject fields, as well. The new contents are taught, for the most part, not by specialists who change with each successive new topic but by individual teachers who teach the whole subject even though it combines content from several subjects or fields.

### *Pasadena Junior College*

The third sample core program is the one being developed at the Pasadena Junior College, likewise a California Co-operating School. The Pasadena system is organized on a 6-4-4 plan, so that the junior-college division consists of Grades 11 to 14, inclusive. The following chart and description of the program for what are ordinarily the two final years of the senior high school are adapted from the California State Department Bulletin.<sup>4</sup>

A description of the Pasadena program also appears in *The Emerging High School Curriculum and Its Direction*, by Harold Spears (American Book Company).

#### GRADE PLACEMENT IN THE CORE AREA, PASADENA JUNIOR COLLEGE

##### *Grade 11*

Health and Physical Education  
Humanities (survey)

<sup>2</sup> *Ibid.*, pp. 13, 14. <sup>3</sup> *Ibid.*, p. 15. <sup>4</sup> *Ibid.*, p. 44.

◆ **About Doctor Odell:** Newly appointed assistant superintendent of schools in charge of secondary and adult education, Oakland, California. M.A. and Ph.D. from Columbia. Formerly co-ordinator of secondary education, Oakland; before that, assistant professor of education, Teachers College, Columbia. Has held high office in several professional organizations and has written tests, articles, and books on many subjects. Well known to B.E.W. readers. In 1939, on a fellowship, visited experimental high schools all over the country.

Physical Science (survey)  
Orientation (one semester)

##### *Grade 12*

Health and Physical Education  
Social Studies (survey)  
American Family (for girls)

##### *Usual Patterns:*

*Grade 9:* English and social studies

*Grade 10:* English and biology

The core program in the tenth, eleventh, and twelfth grades in Pasadena is being developed upon the basic concept of the broad-fields curriculum program. Survey courses are being developed in the broad fields of Humanities, Social Studies, Physical Science and Mathematics, and Life Science. The following traditional subject fields or departments are being brought together under those four chief divisions, as follows:

*Humanities:* foreign language, music.

*Social Studies:* history, political science, sociology, psychology, philosophy, economics, recreational leadership, personnel course.

*Physical Science and Mathematics:* architecture, chemistry, physics, geology, engineering (civil, mechanical, electrical, mining, aeronautical).

*Life Science:* botany, physiology and anatomy, nursing, dental hygiene, zoology, foods, clothing, household management, child care and development.

While the program in its present state of development does not in itself entirely follow a broad-fields pattern, it clearly is moving in that direction. Is it the best illustration known to the writer of a broad-fields curriculum program existing on the high school level.

### *Programs at Denver*

The fourth and fifth examples are the East High School, Denver, and the Tulsa,

◆ **About Dr. Harl R. Douglass, Editor, Department for Administrators:** Director of the College of Education, University of Colorado, Boulder. Formerly director of the Division of Education, University of North Carolina. Ph.D. from Leland Stanford University. Author of several texts on secondary-school administration and more than 100 articles. Is consultant of the American Youth Commission and the Educational Policies Commission.



(Oklahoma) High School, both of which are included in the thirty schools involved in the Progressive Education Association's study of the relation of school and college.<sup>5</sup>

Both in Denver and in Tulsa the experimental programs being developed are rated as being more progressive than most. The following material is taken from a mimeographed bulletin of January 18, 1938, *Plan for an Enlarged Core Program in East High School in Denver*, and from a mimeographed bulletin of May, 1939, from the Tulsa schools, *Report of Curriculum Study in the Secondary Schools*. A very extensive discussion of the whole Denver curriculum program is included in Spears' text.<sup>6</sup>

The following is a partial description of the core program as it is being developed in East High School in Denver:

The subject matter of the core course will be related to those matters which society expects schools to present to youth. No attempt will be made to classify this subject matter under the usual subject-matter headings. Care will be taken, however, to see that the work relates to the specific needs of the pupils involved. Indeed, pupils and their parents will work with teachers in determining much of the content of the core program.

The core program will include units of study on personal development, adjustment to the school program, family relations, consumer education, the effective use of the radio, and the like. In the development of such units many demands for increased skill in reading, writing, speaking, and the like will arise. These demands will, in large part, be met by special instruction given as a part of the core program.

<sup>5</sup> Progressive Education Association, *Progressive Education Advances*. D. Appleton-Century Co., 1938.

<sup>6</sup> Harold Spears: *The Emerging High School Curriculum and Its Direction*. Chapter 13, pp. 243-273.

Teachers will be responsible for providing educational experiences planned to promote democratic living. They will seek to help students during the tenth grade to see their relationship to the school, home, and civic affairs. Special emphasis will be placed on personal and face to face relationships in the tenth grade. In the eleventh grade, emphasis will be placed on larger social, political, and economic relationships with attention to the contributions of the past to the present, especially to life within our own country.

In the twelfth grade the emphasis will be on problems and issues in modern life with attention to personal adjustment to these problems.

The following units might be developed in core program:

#### TENTH-GRADE UNITS

- I. Orientation to the school.
- II. The Place of Education in American Democracy.
- III. What it means to think:
  - A. The discernment of propaganda.
  - B. Widening one's intellectual and aesthetic interests through motion pictures, radio, and the press.
- IV. How to study.
- V. The modern family:
  - A. Personal relations and authority in the family.
  - B. Source and distribution of income of the family.
  - C. The house and the home.
  - D. Recreation in the home.
  - E. Social significance of homes.
  - F. The home as a character-building institution.
- VI. Health:
  - A. Personal:
    1. Aspects of mental health.
    2. Aspects of physical health.
  - B. Social:
    1. Community agencies to promote good health.
    2. Community problems of health.
- VII. Recreation:
  - A. Commercial.
  - B. Creative, personal.
  - C. Community recreation.
  - D. Boy and girl relationships.
- VIII. The place of group organizations in a democratic society:
  - A. School and community organizations for youth.
  - B. Group organizations in the city:
    1. Clubs and societies.
    2. Churches.
    3. Government.
- IX. Making a living in our community:
  - A. The varying standards of living within a community.
  - B. Means of making a living:

1. Professional activities.
  2. Commercial activities.
  3. Industrial activities.
  4. Agricultural activities.
- C. The place of economic organizations in the life of the community:
1. Employer groups.
  2. Labor groups.
  3. Consumers groups.

#### ELEVENTH-GRADE UNITS

##### (First Semester)

- I. The influence of folklore on American life:
  - A. New England: Poor Richard's Almanac.
  - B. Northwest: Paul Bunyan.
  - C. South and West: Daniel Boone, Old Black Joe.
  - D. West: Cowboy ballads, Buffalo Bill, Kit Carson.
  - E. Immigrant folklore.
- II. Leaders of American life:
  - A. Political.
  - B. Cultural and aesthetic.
  - C. Social.
  - D. Religious.
  - E. Economic.
  - F. Educational.
- III. Documents of democracy:
  - A. Declaration of Independence.
  - B. Constitution.
  - C. Inaugural addresses.
- IV. The unique characteristics of democracy in America:
  - A. Influences that contribute to democratic living in America.
  - B. Influences that threaten democratic living.

#### 11A, 12B, AND 12A UNITS

- I. America's provision for living:
  - A. Housing.
  - B. City planning.
  - C. Delinquency and crime.
  - D. Aesthetic expression.
  - E. Recreation.
  - F. Health.
- II. Transportation:
  - A. Influence upon American culture.
  - B. Commercial and industrial problems of transportation.
  - C. Aesthetic expression in transportation.
- III. Production and distribution:
  - A. Kinds of economic organization.
  - B. Our social and cultural dependence on economic organization.
  - C. Changes in ways of making a living.
  - D. Business cycles—technological changes.
  - E. Cultural and social advantages of mass production and distribution.
- IV. Vocational adjustment:
  - A. Study thoroughly the opportunities and requirements of two or three vocations of interest to pupils.
  - B. Find opportunities for work in some

field related to the vocational interest of each pupil.

- C. Take aptitude tests and study interests and resources to plan future vocational preparation.
- D. Analyze the various vocational experiences of the pupils and of their parents.
- V. Group organization:
  - A. National and international.
  - B. Compare essential purposes of our government with those of other governments. Study sources of government income and types of expenditures.
  - C. Search for lobbying activities within the school organization.
- VI. The analysis of oneself:
  - A. Summarize vocational, academic, motion-picture, radio, and reading records to set up standards for further self-improvement.
  - B. Develop more clearly defined personal philosophy of self in relation to others; of values; of standards in living.

The foregoing list is intended to be only suggestive to the group of teachers responsible for developing the core program at East High School. As developed in Denver, the core program is supposed to provide a great deal of flexibility so that teachers may develop the program for their students in accordance with the particular needs and interests of each group. The core-program activities will differ rather widely from one class group to another from year to year as well as within any given year.

#### *The Core-Curriculum Program at Tulsa*

In the same way, the Tulsa core-curriculum program attempts to provide maximum flexibility. The common needs of pupils as agreed upon included the following five "major aspects of life":<sup>7</sup> personal development (mental, physical, and cultural), immediate social problems, broad social problems, social-political relationships, and economic relationships. The following "integrating or overarching themes" were decided upon:

*Seventh Grade:* Home and Family Life.

*Eighth Grade:* Man and His Environmental Setting.

*Ninth Grade:* Living in the Community.

*Tenth, Eleventh, and Twelfth Grades:*

<sup>7</sup> Report of Curriculum Study in the Secondary Schools, May, 1939. Tulsa Public Schools.

Problems in Democratic Living or Social Relations.

The tenth-grade program includes a unit on orientation, health, safe driving, public opinion, and the meaning of democracy.

The eleventh and twelfth grades consider such problems as "conservation of natural resources, crime, consumer economics, investment and personal finance, business organization, economic and social security, housing, government and politics, taxation, and public finance."

For the twelfth grade are reserved the topics of problems, relations, and family organizations and, as the culminating unit in the general-education program, a unit dealing with appreciation of the arts and of literature rounds out the student's program.

Every effort is made to keep the core program as flexible as possible, for not to do so, according to the report,

... tends to crystallize the curriculum into a new pattern which may become as formal and stereotyped as any other plan of organization. The success of the program depends upon how sensitive teachers are to youth needs and problems and upon their ability to keep the curriculum flexible so that it will be responsive to those needs and to the objectives of secondary education.

The success of the plan to a large extent depends upon the ability of teachers to work together in planning the educational experiences for their group, in using source units co-operatively, in building teaching units concerned with the development of attitudes, skills, appreciations, reflective thinking, interest, and social sensitivity as well as with the acquisition of information. Finally the success of the plan depends upon the ability of teacher and pupil to plan together the problems to be considered, the objectives to be achieved, the educational activities to be undertaken and even the evaluation of the experiences and effectiveness upon the student.

In the Tulsa program, as in the Denver, therefore, the teacher has the utmost freedom to develop the work with his core classes as he and the other teachers see fit.

It seems that there can be little disagreement over classifying the Tulsa and Denver programs as experience-curriculum types of core programs. Both of them accept the starting point as being the interests, needs, and abilities of individual or groups of stu-

dents rather than any authoritarian body of subject matter, however selected.

It should be stated here, for purposes of clarity, that even with the experience curriculum, some broad basis of agreement must be reached by those involved in a common educational project to assure that the total efforts of the various individual teachers will have some unity. Only thus can "bald spots" or undesirable duplications be prevented. Consequently, it is necessary to agree upon overarching themes and lists of broad problems as was done in Tulsa and Denver. The scope-and-sequence scheme, as developed in Virginia and elsewhere, serves this same purpose.<sup>8</sup>

The foregoing examples of developing core curricula in widely separated parts of the United States were presented to make more meaningful the assertion that the term "core curriculum" means something different to almost every person who uses it.

In spite of this, it should be recalled that the motivation for all these types of core curricula is identical: the recognition of the necessity for developing a more meaningful content and unifying scheme of organization for the general-education program.

The next article will discuss in more detail the common features of core courses in general and will indicate the significance of this whole concept to commercial teachers.

<sup>8</sup>S. B. Hall and F. M. Alexander: "The Core-Curriculum Plan in a State Program," Chapter II in *A Challenge to Secondary Education*, D. Appleton-Century Company, 1935.

IN an endeavor to meet the demand for male stenographers, the Waite High School, of Toledo, Ohio, offers a shorthand course for boys only. The instructor is Clark Dimler, a talented shorthand teacher and writer. The course is offered under the direction of Vernon R. Alberstett, supervisor of commercial education for Toledo. Sixty boys enrolled when the course opened.

This course is similar to the one described on page 348 of this issue of the B.E.W. by Benjamin Fromberg, of James Monroe High School, New York City. The instructor at James Monroe is Joseph Roemer, whose own speed is above 120 words a minute. Mr. Roemer is enrolled in a 140-word high-speed class in the evening session at Hunter College of the City of New York.



# Student Teachers' Department

Conducted by  
MARION M. LAMB

## CLASSROOM CO-OPERATION

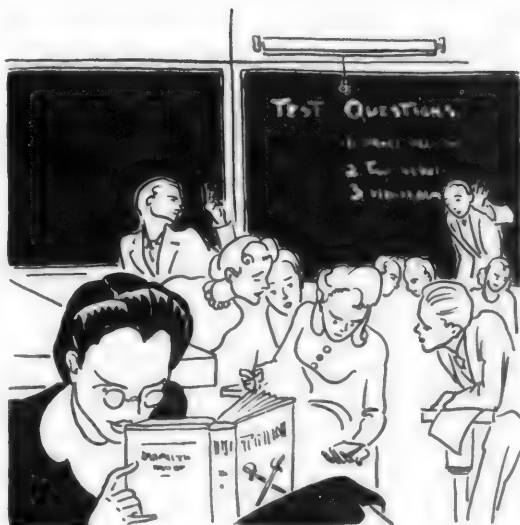
*Miss Blank says, "Always be prepared  
Before you take a test"—  
Then makes it possible for us  
To do our very best!*

WHETHER or not we accept it, one of our first responsibilities is the development of desirable personal qualities in students—and when we speak of character and personality in this discussion, we refer to the mental and emotional attitudes of boys and girls rather than their appearance, manners, and other external evidences of satisfactory social adjustment.

As a matter of cold fact, business-education teachers have not had comfortable opportunity to forget that the quality of the person is just as important as the quality of his work. Employers have been embarrassingly insistent that John can be very good at his job and still lose it legitimately; this is a fact, they contend, that educators should keep in plain view.

Now it is one thing for teachers to be charged with the teaching of a definite skill or knowledge that can be taught by tested methods and measured within reasonable limits; it is something quite different to be responsible for guiding the emotional and dispositional life of the pupil at the same time that we direct his mental processes.

Yet we, too, must admit that the direction of the boy and girl into right ways of thinking is basic education, without which all else is of little value. We should teach co-operation, responsibility in leadership, tolerance, courtesy, and sportsmanship until right concepts become right habits. We all agree. The question is: *How?*



## Defining the Problem

1. Since it is manifestly impossible for every teacher to attempt to teach all the desirable personal traits that we could name, what particular ideals shall we choose to emphasize in business education?
2. How can we teach these qualities?
3. What supplementary procedures may we use to highlight the teaching of these traits?

## Attitudes Students Should Cultivate

Most educators, it seems, have made lists of the desirable qualities that pupils should acquire in school. The following list has been chosen for this column because its author<sup>1</sup> attacked the problem from a vocational angle by listing the personal attributes that outstandingly successful graduates displayed when they were in school. Here is the list:

1. They were accurate in all work demanding accuracy.
2. They took part in building up the morale of the group.
3. They kept their tools and place of work in order.
4. They avoided wasting the time of their fellow workers.
5. They did their work in such a way as to injure their surroundings as little as possible.
6. They showed initiative and readiness to try new methods.
7. They avoided needlessly impairing their own health in work.

<sup>1</sup>Charles Clinton Peters, "Trends Leading to Future Vocational Efficiency," from *Foundations of Educational Sociology*, Macmillan, 1935.

8. They were courteous to and tolerant of all members of the group.

9. They were ready to participate in group discussions.

10. They were willing to share their tools with others within reasonable limitations.

Since the above-mentioned qualities especially marked students destined to succeed, we may conclude with some reason that we can profitably present these constructive attitudes to our boys and girls as ideals to be achieved.

### *Methods of Teaching Such Ideals*

For convenience, we shall divide this part of our discussion into four somewhat overlapping phases. We may teach the concepts that comprise "good personality" and "good character" in the following ways:

1. By personal example.
2. By placing personal values above intellectual attainment in the classroom.
3. By direct and indirect methods of teaching concepts and providing for practice.
4. By correcting wrong attitudes.

*Personal Example.* The character and personality of the teacher are of the greatest importance, for boys and girls learn by example rather than by rule. The teacher must, therefore, embody to the best of his ability the personal qualities that he hopes to develop in students. We all know that we teach children to be courteous by practicing courtesy in their presence; we cannot teach courtesy by screaming at them to be polite and "show respect."

*Placing Personal Values above Intellectual Attainment.* If, for one reason or another, a teacher feels that *somehow* every student in the class must pass an examination, it is likely that every student will pass the examination—*somehow*. If, on the other hand, the teacher can *sincerely* say as he passes out the examination booklets, "I hope that you all do yourselves justice in this examination, but I certainly hope that no one in this room considers any mark more important than honesty," the chances are that a few students will get poor marks, but that no students will cheat. The students accept the teacher's values and conduct themselves accordingly.

It is therefore important, in teaching char-

acter concepts, not only to exemplify those concepts, but also to elevate them to first importance in evaluating student contributions.

*Direct and Indirect Methods of Teaching Character Concepts.* Do you believe in check lists of personality and character qualities to be used by students for self-evaluation? These rating sheets are all right, we are told, so long as our aim is to point out ideals to be achieved. These lists are not, however, to be used as plans of attack. The practice of attempting to acquire desirable characteristics one trait at a time in concentrated, direct fashion is, in the eyes of many educators, a serious mistake. William Bruce<sup>2</sup> states:

To the degree that refined, friendly, or honest acts are performed mainly for the purpose of attaining personal success, selfishness will increase with each act. And as success is attained, egotism may emerge. Thus while professors of education and their student-teachers are focusing on the development of this trait or that one, the whole character of the student may become more and more self-centered. The general result of direct methods may be to drive children towards extremes in behavior—the timid toward inferiority complexes, the bold toward superiority complexes. Both groups of children go away from the healthy median attitude in which a personal initiative is balanced by reasonable caution and thoughtful regard for others, instead of going toward these undesirable characteristics.

The indirect method of building character and personality through socialized activities that have been carefully selected to arouse and hold the student's wholehearted interest, and at the same time enable him to practice those concepts of behavior emphasized by the teacher and members of the group, is far superior to the direct method. The indirect method is based upon the premise that you must improve the relationships of the student if you hope to improve his attitudes. Sportsmanship is placed above the triumph of winning; co-operation replaces competition; activity is group activity and not individual performance for the teacher.

*Correcting Wrong Attitudes.* Wrong conduct should never be ignored by a teacher. When a pupil is selfish, inconsiderate, dis-

<sup>2</sup> William Bruce, *Principles of Democratic Education*, Prentice-Hall, 1939.

respectful, rebellious, cruel, or lacking any one or combination of the many virtues, a teacher should speak frankly but tactfully to the student about his shortcomings, making sure that he understands the difference between his conduct and desirable conduct; he should let the student know why the mistake he has made cannot be ignored and will not be ignored in the future; and as soon as possible he should give him the opportunity to prove that he has profited from the correction and is eager to square the account.

*Recommended Procedures.* Let us happily assume that we know that character training is inherent in all teaching inside and outside of school and that we therefore know that we should:

1. Have student-centered lessons that allow for maximum student activity.
2. Insist upon the practice of socially acceptable attitudes in class.
3. Hold to high standards of work and workmanship.
4. By example and teaching practice place first importance on the basic qualities of character.

Our problem now is: What specific supplementary activities may we use in class to promote better personal qualities? The following list is taken from *The Problems of Education*, by Crawford, Thorpe, and Adams:<sup>3</sup>

1. Panel discussions on "Qualities I Seek in a Friend" or "Qualities I Would Look for in an Employee."
2. Interviews with businessmen about reasons why people fail personally in jobs.
3. Discussions of good and bad business practices as revealed by advertisements.
4. A talk by the school nurse or physician about maintaining health.
5. Discussion of accident data procured from an insurance company.
6. A speech by a member of the local automobile club on how students can co-operate with the club's safety program.
7. A talk by a doctor on the effect of drugs and alcohol on the body.
8. Radio programs on the formation of good personal habits.
9. Question boxes and quiz programs on social etiquette and business etiquette.
10. Evaluation of books on personality development.

<sup>3</sup>Crawford, Thorpe, and Adams, *The Problems of Education*. Southern California School Book Depository, 1938.

11. Debate on "Personality is due to heredity rather than environment."

12. Interviews with high school students about their vocational plans.

13. Vocational-aptitude tests and personality-rating tests for class use and evaluation.

These procedures are a far cry from the procedures of the good old school days, when the "thou shalt not's" were enforced with admonitions and severe punishments. Gone also are the stars and prizes for good conduct, gone since that unhappy time when teachers realized that virtue ceased when it became its own reward. Our ideas today are more complex, more idealistic, and let us hope, more sound.

### A Few Questions

1. When and how would you make class members aware of the principles of conduct that you consider important?
2. How can you keep these qualities before the students without continual preaching?
3. How could you teach the ten personal attributes mentioned in this article by the direct method? By the indirect method?
4. Do you believe a teacher should give grades on personality and character development? Justify your answer.
5. If the fundamental purpose of the extra-curricular program is to develop desirable personal qualities in students, what would you say about the advantages and disadvantages of state-wide and nation-wide contests in these activities, as, for example, the newspapers and yearbook contests, the forensic contests, etc.?
6. Do you believe that a student should be told about his personal shortcomings in private? Could not the whole class profit from his example and an analysis of his faults?
7. What do you think about the part fraternities and sororities play in the development of desirable and undesirable social qualities in students? State the case pro and con. What is your personal opinion?

THE INTERNATIONAL Honor Society for Business Education reports that it has made new growth this year in promoting speed and accuracy in typing.

The organization offers pins in three classifications: "50 Honor," "60 Universal," and "70 International."

If your school is not a member of this organization, write for further information to Ramona Foster, Grand Secretary, Grand at Tenth, Des Moines, Iowa. Folders and pamphlets concerning the rules and regulations will be sent immediately.

## WINNERS IN THE B. E. W. STUDENT-TEACHERS CONTEST

**W**INNER OF FIRST PRIZE, \$10, in the contest for student-teachers announced in the **BUSINESS EDUCATION WORLD** for October is Fay Snow, a student of Dr. James M. Thompson at Eastern Illinois State Teachers College, Charleston. This contest, our readers will recall, was based on twenty questions propounded by Miss Marion Lamb concerning the two shorthand lessons presented in the Student Teachers' Department for October. Miss Lamb's own answers were published in the November B.E.W.

The entire list of winners follows. Teachers' names are shown in italics:

### FIRST PRIZE (\$10)

Fay Snow, Eastern Illinois State Teachers College, Charleston. *Dr. James M. Thompson.*

### WINNERS OF \$1 AWARDS

Wendell A. Blair, Eastern Illinois State Teachers College, Charleston. *Dr. James M. Thompson.*

Leona Elsberry, Eastern Illinois State Teachers College, Charleston. *Dr. James M. Thompson.*  
Frances Gallagher, Mercyhurst College, Erie, Pennsylvania. *Sister Mary Esther.*  
Doris Scalzo, Mercyhurst College, Erie, Pennsylvania. *Sister Mary Esther.*  
Pelham Whitley, The Woman's College of the University of North Carolina, Greensboro. *Dr. McKee Fisk.*

### HONORABLE MENTION

Roberta Bobbitt, Eastern Illinois State Teachers College, Charleston.  
Alice Hines, Bryant College, Providence, Rhode Island.  
Ardys Oberg, State Teachers College, Whitewater, Wisconsin.  
Edith Reid, The Woman's College of the University of North Carolina, Greensboro.  
Mariann J. Velez, Manati, Puerto Rico.  
Carolyn Cox, College of St. Benedict, St. Joseph, Minnesota.  
Ann McCarthy, Nazareth College, Rochester, New York.

### Some Comments from Contest Papers (More comments next month)

• • The timing in the first lesson is poor. The teacher evidently didn't time her work as she planned it. . . . In the second lesson, the teacher spent entirely too much time on the word drill. She could have made use of the words in sentence dictation or other dictation instead of "spotting" individual words.—*Edith Reid.*

• • In the beginning classes, the teacher should not assume anything, but teach everything as though it were something entirely unfamiliar to the students, explaining it to them clearly and definitely.—*Alice E. Hines.*

• • The first teacher should have been alert to change her method of procedure when she realized that the students were not grasping the principles that were to be learned. Just a change in her attitude would have been helpful.—*Ardys Oberg.*

• • The first teacher did not care about timing or procedure; she just wanted the results without taking the trouble to teach the subject well. . . . She wanted results, no matter how.—*Mariann Velez.*

• • Praise first—criticize later. The teacher of Class 1 must believe that the purpose of student

activity is to see how much the students do not know and then chastise them for their lack of knowledge. The teacher of Class 2 strives for student expression—right or wrong. Then she strives to praise the right and remedy the wrong.—*Roberta Bobbitt.*

• • In my opinion, the value of copying outlines from the book is practically zero as compared to writing from dictation. Pupils may just "draw" the ones they copy from the book, whereas they write the ones they hear and remember them much better. In an office one is not very apt to copy shorthand from a book.

The first teacher had Helen write the word "dream" on the board because she was exasperated with the whole class and Helen could not answer her question satisfactorily. I don't think much of this "taking it out on the student" procedure. In my opinion, the word "dream" was a poor example, anyway.

I believe in planning procedures so that students meet with as much success as possible. A successful student is very likely to go on being successful; whereas if a student makes many failures, he is very likely to give up in despair.

Student participation is a very important part of a good lesson.—*Fay Snow.*

## "Consumer Education Is Not a Subject"

AT the third annual Conference on Consumer Education, held by Boston University Summer Session on July 25, Professor Frederick G. Nichols, of Harvard University, sounded the keynote of the Conference by saying:

Consumer education is not a subject or a curriculum, or even a program of education. It is a whole area of education that lies within the minimal framework of that which is now regarded as essential for all who must face the complexities of life in this modern age of mechanical wonders, merchandising pressures, social upheavals, civic reconstruction, and changing standards of personal conduct.

Only a fragment of consumer education is the concern of business educators. This fragment is still smaller if we concede that some economic, and most social and civic, aspects of it are more properly placed in the area occupied by the social-studies teacher.

No attempt was made to suggest how the various departments of the high school could get together and make their proper contributions to the further development of this field of education. Professor Nichols warned, however, that the consumer-education movement may be wrecked by the fallacious assumption that there must be a conflict between consumer and producer. Some persons, official and otherwise, in the consumer movement seem to believe that our present economic system is so full of faults that it cannot be greatly improved. They fail to see that our American system of economy has developed a standard of living beyond that of any other nation.

Producers are not blameless—neither are consumers, Professor Nichols said. The latter are quite likely to want something for nothing. On the other hand, producers are likely to want more for goods and services than they are worth. Simply because a few producers exhibit shortcomings, that is no sign that all of them are pirates and that consumer education should be entirely defensive. Proper consumer education will bring about better relationships.

Our economic system, whether we call it capitalistic, free enterprise, or some other name, is being attacked by enemies without

in a way that makes us wonder whether it can survive. Professor Nichols continued:

The attack that is being made upon it at present is but mild in comparison with the one that will follow the cessation of hostilities in other parts of the world, especially if the last bulwark of democracy in Europe is brought to its knees.

Consumer education should be constructive and not destructive. Commercial teachers are in a strategic position to wield tremendous influence in the development of consumer education. Some commercial teachers try to imply consumer values in their vocational subjects. Commercial education simply cannot disregard the content and methods of vocational commercial education. There is little need to strain the objectives of bookkeeping, for example, so as to squeeze out vocational competency. If we throw overboard the vocational implications that have made commercial education great, we take ourselves right out of our jobs.

There is no use to "hurry with the development of a program of consumer education lest the social-studies teachers or the home-economics teachers beat you to it." We had better curb some of these trends, cautions Nichols, "before business education becomes the laughing stock of the country and the proverbial monkey wrench in the consumer-education machinery that progressive educators everywhere are trying to install in our schools."

In his address, "Implications of Consumer Education for Distributive Training," E. J. Rowse, commercial co-ordinator of the Boston Public Schools, indicated that consumers are rapidly becoming more merchandise conscious, more anxious to be informed concerning the qualities of commodities, more discriminating, and more competent to judge values. Thus salespersons must be more alert, better educated, and more informative than ever. We must offer better training for distributive occupations.

Inasmuch as the interests of reasonable consumers are not at variance with those of progressive merchants, Mr. Rowse recommended that distributive education should



include specific information as to values and costs. Thus, consumers will come to understand that special services and privileges increase prices and that such items as returns, credits, approvals, and refunds increase costs.

The consumer must understand that he ought not to condemn advertising as being expensive, untruthful, and unnecessary. Wise advertising is educational and constructive. It makes possible mass production and mass distribution and reduces costs and prices.

Distributive education can do much to reduce extravagant claims, misleading statements, and deceptive suggestions by business people. For these reasons, the emphasis in teaching is changing, and more attention is being given to merchandise information.

Professor William G. Sutcliffe, director of the Graduate Division, College of Business Administration, Boston University, said in his address, "An Interpretation of the Consumer Movement":

To my way of thinking, it [the consumer movement] is an attempt on the part of the consumer, individually and collectively, to cheapen the price of the thing that he buys, to insure quality of merchandise, and to improve the methods of merchandising. . . . It lacks co-ordination.

Evidently the consumer movement "arose out of penury or its equivalent; lack of purchasing power was its antecedent."

The conservative consumer movement was the co-operative movement that began in 1844 in Rochdale, England. Its growth has been slow, steady, and evolutionary.

The militant consumer movement began with the publication of *Your Money's Worth*, and soon followed with materials from Consumers' Research and Consumers' Union. It has taken a positive action against what it considers unfair business practices. This militant group has succeeded in stirring up people, getting certain types of legislation passed, asking for standardization, and knocking advertising.

This group "ignores production economics and occasionally acts as a sounding board for an attack upon the capitalistic system."

"To be successful," Professor Sutcliffe said, "the consumer movement must be evolutionary and not revolutionary. It must

attempt to co-ordinate the problems of producer and consumer."

Dr. H. John Stratton, professor of economics and business, Illinois College, Jacksonville, Illinois, brought into distinct relief the problems of the administrator in his address, "Six Questions About the High School Consumer Education Course." Consumer education does not mean the same thing to all educators. It may mean getting our money's worth, but there is more to it, such as choice making and a consideration of what is most worth while.

Dr. Stratton continued:

As the different high school departments become more consumer conscious and the different courses contain more consumer material, the problem of providing an on-moving program of consumer education without undue overlapping and duplication becomes increasingly serious. An all-school committee on consumer education to serve as a co-ordinating and clearing-house agency is probably the answer to the problem.

The specific questions raised by Dr. Stratton were as follows:

1. Should there be just one course?
2. In what grade or grades shall the course be taught?
3. What are the main problems to be included?
4. Shall the consumer course take the place of another course or other courses?
5. Should all high school students take the course?
6. What department shall teach this course?

Dr. Stratton believes that this capstone or apex consumer course will be taught either by the business department or the social-studies department. If the business educators take it, they will have to keep in mind the social point of view; and if the social-studies teachers teach it, they must understand the fundamental principles of business as well as of economics.—L. L. J.

**C**ONTEST-MINDED teachers should not overlook the informative *National Contest Journal*, of which George R. Tilford, of Syracuse (New York) University, is editor. The *Journal* is published twice a year at 25 cents a copy or 50 cents a year. The fall issue, dated October, 1940, is now off the press. The address is New York State Business Education Contest Association, 101 Slocum Hall, Syracuse University, Syracuse, New York.

# How to Start a Man Marketing Clinic

SIDNEY and MARY EDLUND

**D**R. JEWEL L. FRIEDMAN, of the New Utrecht High School, New York City, recently wrote: "Truly one of the most inspiring evenings of the past year was the one spent at your Man Marketing Clinic at the Engineering Societies Building last Friday."<sup>1</sup> Dr. Friedman continued:

I was so impressed that I am desirous of starting such a Clinic at our school, at which I am Dean of Girls.

Boys and girls at the main building are, generally speaking, between the ages of sixteen and eighteen and could profit greatly from such guidance.

Since there are many hundreds and perhaps thousands of teachers in our school systems who would like to bring similar help to their students and recent graduates, we have written this and other articles for the *BUSINESS EDUCATION WORLD*, telling how to organize Clinics in schools.

What is the purpose of the Man Marketing Clinics? They are, so far as we know, the only places where a person may receive help in planning an adequate campaign to get the job he wants, and where he may receive continued help until that job is landed, all without cost to him. Some of the Clinics are open to everyone; others are confined to special groups, such as those that are open only to students and graduates of specific schools.

We believe that a Man Marketing Clinic in a school should be based on the following concepts:

1. Most students in their last years in high school or college are intelligent enough to make sound vocational choices. But their interest needs stimulation; they need facts on which to base their choices; they need the understanding cooperation of parents, teachers, and others.

<sup>1</sup>The New York Man Marketing Clinic meets at 7 p.m. at 29 West 39th Street, New York City, on Fridays, and is open to everyone. One of the other groups is the University Man Marketing Clinic, which meets on Wednesdays at 7:30 p.m. at DePaul University, 64 East Lake Street, Chicago. This group is open to college graduates only.

2. There are four important means of helping students—means that are too little used:
  - a. Presentation of detailed case histories showing how others in similar circumstances have solved their job problems.
  - b. The teaching of a simple technique for learning first-hand about many vocations: by questioning many people and then pooling the resulting data.
  - c. Encouraging students to put into writing their analyses of themselves and their plans for getting the jobs they want.
  - d. Arrangement of group meetings at which all present discuss their own job problems and those of others.
3. The benefit that a student derives from a vocational program is largely in proportion to the amount of his participation.
4. When a student has a definite goal on which he can fix his attention, his attitude toward work is thereby improved.
5. Virtually every student has hidden assets of value to prospective employers, assets that he does not recognize or fails to present properly to a sufficient number of prospects.
6. Most school graduates can get the jobs they want if they are qualified, and if they present what they have to offer *properly* to a *sufficient* number of *logical* prospects. Although there are either not enough jobs to go around or else not enough of the kind that youth is prepared to fill, young persons who plan in this way are likely to land jobs and forge ahead.
7. The job problem is a community responsibility. With proper organization, leading citizens may be drafted to help their young people bridge the gap between school and business.
8. After the student has prepared for himself a sound campaign to get the job he wants, he is ready to take his place in the competitive world of work. He knows what he wants to do and why. He has a reasonably clear future objective. He knows his own assets and the requirements of the job he wants. When he starts work, his attention is focused on his future goal and on the need of demonstrating his increasing productivity in order to achieve that goal. Hence, day by day, he is likely to do better work.

The method of operation of the Clinic is simple. When the leader first meets with a group of students, he explains the following simple steps. If these steps are followed intelligently, they will lead the student to the job he wants.

1. Determine what you want to do.
2. Dig out your hidden assets for such work.
3. Plan a sales campaign to get the job.
4. Plan to reach enough prospects.
5. Plan for each interview.
6. Follow up your prospects.

The leader illustrates each of these steps by case histories. He tells in detail how other students with similar problems chose their vocations, analyzed their assets, planned their campaigns, and landed the jobs they wanted.<sup>2</sup>

After discussion of each step, he checks with the students to see that they understand how to proceed. The students are then requested to prepare data for their next steps. A follow-up will usually be desirable, to make sure they are doing their part.

At subsequent meetings of the Clinic, the specific cases of some of those present are discussed, preferably those who have written out their problems. Everyone present is encouraged to participate in the discussions. If they do not volunteer, the leader calls on them. He asks for group opinions by a show of hands.

As soon as some of the students have determined the nature of the services they plan to offer after they finish school, or have tentative job campaigns worked out, practice interviews are arranged. All persons attending the Clinic are asked for their constructive suggestions.

The Clinic is perhaps most interesting when some of its members are putting their campaigns into effect. One may tell how the portfolio he worked out as the base of his campaign helped him to interest several prospects.

Another may speak of the interviews he obtained as a result of letters sent out to a number of firms. Suggestions may be offered for bettering his interviews and for adequate follow-up of his prospects.

<sup>2</sup> B.E.W. Service Booklet No. 18, *Pick Your Job—And Land It!* is a reprint of ten articles by Sidney Edlund which were published in the *BUSINESS EDUCATION WORLD* for 1939-1940. Each step in job-getting is well illustrated by examples. One copy of the booklet will be sent free to any subscriber who requests it. (Please send a 3-cent stamp with request.) Additional copies, and copies to nonsubscribers, may be obtained at 20 cents each, net, postpaid.



MARY EDLUND



SIDNEY EDLUND

SIDNEY EDLUND heads a firm of business consultants and is founder and organizer of the Man Marketing Clinic. MARY EDLUND is co-author with him of *Pick Your Job—and Land It!* (Prentice-Hall) and a director of the Man Marketing Clinic.

A third member of the Clinic may not have obtained enough interviews from the letter he sent to a number of firms, so the letter is reconsidered in the light of this new information. Still others may report satisfactory job offers.

Thus, all those present see how and why some people get the jobs they want. Others will then be stimulated to do likewise. Those who may be planning further education will see their future objectives more clearly.

Copies of successful letters, portfolios, and records of interviews are preserved for the benefit of Clinic members to come. Because of their local color, these case histories are of particular value as examples.

Such a plan should, of course, be closely co-ordinated with other vocational and placement efforts in the school. The group discussions stimulate students to take an active part in solving their own vocational problems, and therefore to profit by whatever help is available. If there is a sufficient staff so that group discussions can be supplemented with individual conferences, this additional guidance will be very helpful.

The great virtue of the clinic is that it enables a single leader to reach effectively a very large number of students. We recall the statement of the dean of one of our large high schools. She lamented that there weren't enough hours in the day to enable

her to affect the thinking of more than a small percentage of her seniors and juniors on their vocational problems. But when we outlined the plan we are presenting here, it was evident to her that she could reach nearly all, because the students themselves would do most of the work! And, in addition, each student was learning from consideration of the problems of many others in similar circumstances.

This brings us to the questions of how large and how frequent the Clinic meetings should be. We believe that the most satisfactory meetings will be with groups numbering from thirty to sixty students. The meetings should be large enough so that there is likely to be a variety of opinion expressed on points raised, yet they should not be so large that the leader loses the personal touch with each person in the room.

We have found that meetings of two periods are more satisfactory than shorter ones; enough cases can be discussed so that everyone may go away from each meeting feeling that there is a sound approach or solution to his problem, even though it has not yet been discussed.

This plan should first be put in effect primarily for seniors. After they have demonstrated that they can do effective work in the Clinic, the plan may be extended to younger students. Recent graduates who have not located jobs may sometimes be invited to participate in the Clinic.

The meetings may start at any time, but it is best to have the first one early in the school year. If that is done, subsequent meetings may be held every three weeks thereafter, provided there is some follow-up arranged in the intervals to see that the students are doing their part. Ten meetings should suffice to enable nearly all members of the Clinic to clarify their objectives and to prepare sound campaigns to help them get the jobs they want.

Should students be required to join the Clinic? It would seem essential that each senior think deeply and actually work on a plan for his activities after he graduates from school. There is overwhelming evidence that very few of our youth have done this by the time they have graduated. If attendance

at the Clinic is voluntary, many who need it may not come.

The job-seeker will find the Clinic technique much harder than simply waiting for someone to find him a job, but it is the most effective way of finding a really satisfactory job. It appeals most to those who are accustomed to thinking and acting for themselves. Those who would like to have the ideal job handed to them may need to be required to attend the Clinic.

There is also something to be said, however, for starting on a voluntary basis. It is difficult to stimulate those who do not participate voluntarily. The leader who is just starting to apply the technique may get better results at first with only volunteers if there are enough. We have preferred to start with all the students.

Some Man Marketing Clinics have started with the leader and a few young people who want to consider their job problems. Others have started with the understanding and support of many. A meeting should be held for all members of the school staff in order to make sure that they are in a position to co-operate fully.

Some of the teachers may assign work that ties in with this plan. For example, English students may be requested to write a composition on the requirements for specific jobs, as determined by interviews with men and women in industry. They may be asked to make reports on certain vocational books.

At the first student meeting, the parents may be invited, so they, too, may co-operate. An advisory panel may be chosen, including members of the teaching staff and business men and women. A few members of the panel should be present at each subsequent meeting to give the young people the benefit of their experience.

We believe it is *not possible* for any group to meet regularly to consider the methods of solving their own job problems without getting tangible results!

[EDITOR'S NOTE—Next month Mr. and Mrs. Edlund will give more detailed suggestions for Clinic leaders.

If you plan to establish a Man Marketing Clinic in your school or community, write to Sidney Edlund, Riverside, Connecticut, for authorization to use the name and for further assistance.]



# A Commercial Teacher Looks at Prognosis

KAISER GORDON

THE recent criticisms of commercial education, expressed in the widely publicized Regents Survey and implied in the proposal to revise and drastically curtail the present program, have alarmed commercial teachers. The tenor of the indictment is that our graduates lack vocational competence.

This point of view is typified by the statement made by Clinton A. Reed, acting chief of the Division of Commercial Education of the State of New York, to the effect that only 14 per cent of the graduates gainfully employed were engaged in office work and that 7 per cent of these were general clerks.<sup>1</sup>

John Gunther, noted news correspondent, aptly says, "Analogies are misleading and sometimes intellectually fraudulent." Statistics prove this. In direct contrast to the figures quoted by Mr. Reed are those offered by Dr. Samler<sup>2</sup> to the effect that a followup study of high school graduates and "dropouts" shows that

Of a total of 3,171 jobs held by the boys and girls, the largest number, 822, were in the field of stenography, typewriting, and bookkeeping. Manual work was second, with 705 jobs; clerical and office work provided 670 positions; sales work, 413, and shipping and stock, 343.

It is interesting to note also the figures issued by the Bureau of Guidance and Placement of the New York City Board of Education, indicating that 45 per cent of the

1938 commercial graduates of the vocational schools were placed by the Bureau—and these figures do not include those individuals who obtained jobs for themselves.

If you will ignore these figures completely, disregarding the impulse to question their correctness, and concentrate on the theory that motivated their presentation, you will, I believe, arrive at the crux of the entire problem. Stated briefly, it is that the actual employment of graduates is the *sole* basis for determining the efficiency of commercial education. An acceptance of this point of view—and at present we have no choice—forces us to exclude any but purely vocational objectives from our philosophy of commercial education as it concerns students who are enrolled as "commercial majors."

For the past several years we have honestly endeavored to improve teaching materials and methods and to raise the level of commercial-teacher preparation. We were not exempt from the modern trend toward scientific determination; we used surveys, job analyses, followup studies of graduates, questionnaires to employers, and analyses of census figures in an attempt to establish a valid fundamental philosophy and to define valid objectives for *all* commercial students.

The following factors impeded our efforts:

1. Geographic location influences business standards.
2. Employers themselves are ignorant of the true needs and standards of their business.
3. The majority of educators tend to seek refuge in "traditional" practices, to copy and apply standards and philosophies set up by others without regard for the factors or conditions peculiar to commercial education; they are unable or un-

<sup>1</sup>Clinton A. Reed in an address presented at the Commercial Education Association Convention and reported in the *New York Times*, November 19, 1939.

<sup>2</sup>Dr. Joseph Samler, *Articulation Between School and Work*, 1939 Yearbook of the New York Society for the Experimental Study of Education.



willing to adopt original points of view or suggest new practices.

Hence we are confronted by the charge that course and business standards are incongruous and we have traveled a complete circle from the original philosophy of vocational objectives for commercial education through the phases of cultural values, consumer education, and personal use, back to a need for vocational justification.

Analysis seems to lead to the following conclusions: The school has failed to keep abreast of modern developments. This is evidenced by the fact that, while the school-leaving age has been raised by law, and the dropout problem has been eliminated by law and by student aid in the form of the National Youth Administration, relief, and similar subsidizing agencies, we are still providing unit courses designed for dropouts. We have not revised our schedule of subject placement and sequences; we retain type-writing in the first year and shorthand in the second and third years with a lapse of a year or more between completion of the course and a practical application of the skills required, ignoring completely the law of disuse with its indicated loss of skill.

It is only fair to indicate that many schools do offer shorthand in the last year in the form of office practice and secretarial training, but a large percentage of students find themselves unable to avail themselves of these courses. This is largely due to the fact that other required courses in the fourth year crowd out the office- and secretarial-practice courses if the student desires to qualify for a diploma.

Under the present organization, commercial students are required to take economics,

American history, English, and one other prepared subject to complete a necessary two-year sequence, and it is absolutely impossible for them to fit office practice or secretarial practice into their programs.

We have also neglected the need for post-graduate study and retraining necessary to aid the student to recover the skill lost during the adjustment period he experiences between the time he leaves school and the time he finds a job; or between the time he gains experience on the entering-level job and the time he gets an opportunity to exercise the skill for which he was trained.

This gap is due to chronological factors rather than to any lack of desire or ability on the part of the student.

Business has not been particularly helpful, since it has either failed to establish specific standards, due to the businessman's lack of knowledge of his needs, or it has neglected to communicate these needs to the school. Many business firms have no uniform testing program and have tended to refuse to employ our graduates, preferring to judge applicants primarily on the basis of maturity rather than on the basis of training and ability. (Justice demands, however, that we recognize the efforts of business to establish a scientific office-employment testing program and to improve employment-testing practices. One noteworthy result of this movement is the excellent study conducted by the National Council of Business Education with the assistance of the National Office Managers Association and many leading business firms.)

The commercial student seems, therefore, to be the unfortunate and, in many cases, the unwilling victim. School enrollment in commercial courses is haphazard and frequently based on misinformation. Essential qualifications for successful employment are ignored, no prerequisites are established, and hopelessly unfit and unqualified students are accepted in the commercial course.

Enrollment is often forced by using the commercial course as a repository for academic failures. Enrollment is based on quantitative rather than qualitative factors, due to legislative action forcing the student to remain in school longer, thus preventing drop-

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♦ *About Kaiser Gordon:* Instructor in Wadleigh High School, New York, New York. B.S. in Ed., New York University; M.A., Teachers College, Columbia. Member of Phi Delta Kappa. Twelve years of business experience. Chairman of program committee, Commercial Education Association of New York; assistant editor of C.E.A. yearbook; member of educational policies committee of High School Teachers Association. Contributor to yearbooks: has written on tabulation for the B.E.W. Hobby: fishing.

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outs and therefore forcing the schools to lower standards to accommodate numbers. Despite this adjustment, there is an enormous pupil mortality.

Other important factors are the lack of occupational information available to the student, the disregard of occupational standards by teachers and administrators, and the striving for occupational respectability fostered by parents (growing largely out of a false interpretation of the term "democratic education").

Finally, the employer is forced either to employ the unqualified product of this diluted commercial curriculum or, as he often does in desperation, to take college graduates or other mature persons without specific commercial training and train them on the job.

It would seem, therefore, that some coordinating agency is necessary to integrate these three elements—school, business, student. This agency exists in the form of educational and vocational guidance, but seemingly it does not function effectively. Effective guidance would minimize and possibly resolve our problems.

Now let us return to the figures quoted above and consider them in the light of the factors listed. They tend primarily to support our protest, often expressed, that they seem to be unfavorable because they include large numbers of students who should never have been permitted to pursue the study of the higher levels of commercial skills beyond the theory and tryout stages. These uneducable or unemployable students should have been diverted into other fields before they entered the skill and application levels of transcription.

Also, many students who, we believe, are educable and employable have been diverted into college-entrance curricula, although many of them are unable to enter college and never use this training. Thus we never get the opportunity to train them in a skill that they could use to advantage.

Associate Superintendent William E. Grady,<sup>3</sup> of the New York City Board of Education, speaking at a joint meeting of chap-

<sup>3</sup> Reported on the school page of the *New York Sun*, December 18, 1939.

ters of Phi Delta Kappa and Delta Kappa Pi held at New York University, pointed out that

One of the first steps in a comprehensive guidance program will be to set up schedules of the characteristics required in various occupations and trades, so that boys and girls will not go into fields where they are foredoomed to failure. There is probably too much freedom of choice by the students today in selecting the courses they will follow. We must analyze not only the mental capabilities of each student, but his physical characteristics and emotional attitudes as well, before we permit him to select any specified line.

Nichols<sup>4</sup> asks and answers the pertinent question:

... But what does this "dumping ground" practice do to business education? It dooms it to failure in spite of all that a conscientious and well-trained teacher personnel can do to save it. Among commercial enrollments are many who have chosen this work because they desire vocational preparation . . . but what chance has such a pupil to get the training he has a right to expect in classes where the school's misfits predominate? How can a good shorthand teacher give his capable students the kind of training they ought to have when his classes are filled with people whose only reason for being there is that they are not qualified to do work in the traditional academic departments of the school?

The district director of junior placement in the New York State Employment Service of Buffalo, New York, Theodosia Hewlett,<sup>5</sup> adds this startling statement:

The placement office can do much in brushing up the experienced but rusty applicant, but it cannot take care of the drawbacks or inadequacy of over-narrow preparation, lack of initiative, or personality defects, which are directly traceable to the schools and which demand curricular revision and higher standards for entrance. . . . Statements of employers indicate that in spite of the apparent oversupply of trained workers, there is an actual scarcity of really proficient stenographers. . . . There is a lack of applicants with superior ability and personality. . . . The training of certain individuals for commercial work is wasteful and uneconomic . . . because their interests and abilities fit them for other fields.

(To be continued)

<sup>4</sup> F. G. Nichols, "Poor School Administration Results in Futile Attempts to Give Business Training," *Education*, Vol. 58, No. 4, December, 1937, p. 193.

<sup>5</sup> Theodosia Hewlett, "Guidance and the Commercial Graduate," *Occupations*, Vol. 14, No. 3, December, 1936, p. 221.



# Careful Lesson Planning Can Create Interest

A. SIDNEY GALPER

**EDITOR'S NOTE**—Out of his classroom experience, Mr. Galper presents a method of planning lessons in economic geography. The teacher who thinks through his lesson plans as definitely and as comprehensively as Mr. Galper indicates here will prepare himself for effective teaching. Specific references to library sources enable students to do thoughtful collateral reading.—DOUGLAS C. RIDGLEY, Series Editor.

**G**EOGRAPHY can be made one of the most fascinating subjects that pupils study, its possibilities limited only by the extent of the teacher's interest, animation, and sincerity in its presentation. If the work is carefully planned and a desire for learning on the part of the pupils sincerely aroused, geography holds possibilities for enjoyable and worth-while learning. A lesson carefully planned and thought out will pay high dividends in class attention, interest, participation, and satisfaction.

Plan each lesson as a complete and well-rounded unit. The lesson should be organized around a central theme or subject.

Assignments should be made during the previous class period, so that the students may have time to orient themselves for the next lesson. Be definite. Don't simply assign pages to be read. Give a thought question, or a problem that will serve as a motivating force. These problems should be of such a nature that students must read the text thoroughly in order to answer the problems intelligently.

The theme of the lesson should be carefully introduced. Try to present the introductory material in such a way that the class will want to talk about it. Give your teaching the A-C-I-D test:

**Attention**—get the attention of the group.

**Curiosity**—arouse their curiosity.

**Interest**—create interest in the matter at hand.

**Desire**—stimulate a desire to do something about it.

The introduction may be in the form of a newspaper clipping, a picture, an anecdote, a graph, a statement in the text, a paragraph in the chapter, a question, or a phrase. It should rarely be one word. A slogan is helpful many times, as *white coal* for water power; *black gold* for rubber; or *black diamonds* for coal. Teachers are familiar with these and other appropriate phrases.

Once the topic or theme for discussion is accepted, write it on the blackboard.

As points are made, outline them on the blackboard. Some of the slower pupils will be helped by giving them eye as well as ear stimuli. Strive for active class participation. Encourage pupils to use reference materials and to bring in items for discussion in addition to those given in the text. Develop interest by bringing in illustrative material. Expand your subject beyond the confines of the basic text you are using.

After the ground has been thoroughly covered, conclude the lesson. A summary may be made by applying the problem to local conditions, by reading from a government report, or by making a chart.

Two topics, "The Fishing Industry" and "Fertilizers," have been selected to illustrate lesson planning for individual units of study.

## *The Fishing Industry*

### STATEMENT OF OBJECTIVES

To show the importance of fish and the fishing industry in the lives of the people of many countries.

## REFERENCES

Colby and Foster, *Economic Geography for Secondary Schools*, Ginn and Company, 1931, pp. 16-17, 352-362.

Packard and Sinnott, *Nations as Neighbors*, Second Revision, The Macmillan Company, 1935, pp. 108-149, 30.

Packard, Sinnott, and Overton, *Nations at Work*, The Macmillan Company, 1933, pp. 139-151.

Packard, Sinnott, and Overton, *The Nations Today*, The Macmillan Company, 1939, pp. 153-162.

Ridgley and Ekblaw, *Influence of Geography on Our Economic Life*, The Gregg Publishing Company, 1938, pp. 148-149, 426-435.

Smith, J. Russell, *Men and Resources*, Harcourt, Brace and Company, 1937, pp. 486-491, 550-553.

Staples and York, *Economic Geography*, Second Edition, South-Western Publishing Company, 1934, pp. 16, 140-142, 577-578.

## ASSIGNMENT

(Made during the previous lesson)

*Problem:* We often hear fish spoken of as "the cattle of the deep." Why are they so called?

*Assignment:* Read about the fishing industry and be prepared to discuss its importance in the world. Bring in clippings or other material that may help us in our discussion.

## INTRODUCTION

We often hear the phrases "food from the sea" or "harvest of the sea." To what do they refer?

We read in our books that the ocean is a food area and the crop is a seemingly inexhaustible supply of fish. How much of our diet is made up of fish? Is fish a major part of the diet of peoples in other places? Is fish useful in any way other than as a food?

## LESSON THEME

What makes the fishing industry so important to a country?

## OUTLINE OF LESSON

*What are some of the things we want to know about this subject? In what order shall we discuss these various topics so that they will be more meaningful?*

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♦ *About A. Sidney Galper:* Head of the commercial department, Salem (Massachusetts) Vocational High School. National chairman, secondary school division, Consumer Education Association. Secretary, Salem Teachers Association. B.S. Ed., State Teachers College, Salem. Graduate study, Harvard Graduate School of Education. Has published articles on several subjects in professional magazines.

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Have class suggest various topics. Appoint one student to go to board and list them. After all topics have been given, have class arrange them in the order best suited for discussion. Add any that were omitted.

### *Possible topics advanced by class.*

Fish is a comparatively inexpensive food. It is easily obtainable. It is valuable for fertilizer and for oil. It is a factor in the growth of a nation.

### *Fish as a cheap food.*

Returns on investment in boats and equipment are very favorable. Fishing contributes toward successful industrialization. It supplements agricultural foods, especially in overpopulated countries such as China and Japan.

### *Fish are easily obtainable.*

Fish are found on the continental shelves of all continents, and also in inland waters. Fish are close to shore and markets.

### *Fish are easily preserved. How?*

New refrigerator ships; modern methods of canning and refrigeration.

### *Fish are valuable for fertilizer.*

How are fish used to rebuild the soil? Is this a new idea? (Pilgrims and Indians.) What fish is especially used for fertilizer? (The menhaden.)

### *Fish are valuable for oil.*

Cod and halibut liver oil. How else is fish oil used? (In paints.)

### *Other values and uses of fish.*

Bring out the use of fish for glue, for bread (in Norway), for feeding swine.

### *Fish as a factor in growth of a nation.*

Fishing provides training in seamanship and thus supplies men capable of serving in a merchant fleet and a navy. Exploration and colonizing are aided by training in seamanship.

## CONCLUSION

List the points in order of importance. Select the most important point and discuss.

Ask members of the class to point out, on the map, the great fishing grounds with reasons for their leadership.

## ASSIGNMENT FOR NEXT CLASS PERIOD

*Problem:* Where in the United States are the chief fishing areas?

*Assignment:* Read about the North Atlantic Coast Fishing Grounds, the Northwest Fisheries, and other fishing regions. Locate the areas. What kind of sea food do we get from each? Bring clippings, pictures, or other material that may help in our discussion.

## Fertilizers

### STATEMENT OF OBJECTIVES

To show the importance and need of fertilizer in the United States.

## REFERENCES

Colby and Foster, *Economic Geography for Secondary Schools*, Ginn and Company, 1931, pp. 46-48, 396-397.

Packard and Sinnott, *Nations as Neighbors*, Second Rev., The Macmillan Company, 1935, pp. 328-329, 502.

Packard, Sinnott, and Overton, *Nations at Work*, The Macmillan Company, 1933, pp. 34-36, 237-241, 466-467.

Packard, Sinnott, and Overton, *The Nations Today*, The Macmillan Company, 1939, pp. 244-248, 434-436, 496.

Ridgley and Ekblaw, *Influence of Geography on Our Economic Life*, The Gregg Publishing Company, 1938, pp. 344, 326-327.

Staples and York, *Economic Geography*, Second Edition, South-Western Publishing Company, 1934, pp. 534-537.

## ASSIGNMENT

(Made during the previous lesson)

**Problem:** In your text, reference is made to "bread from the soil." What does this term mean?

**Assignment:** Prepare to discuss the importance and need for fertilizers; their sources. Bring in clippings or other material that will help in our discussion.

## INTRODUCTION

Increase of population requires increased food supply. To obtain a greater food supply, what is necessary? (Better production, more intensive cultivation, etc.)

Progressive nations are learning the necessity of making better use of the soil. Why has a steady depletion of the soil been going on in many parts of the world? (Lack of sufficient understanding of, and regard for, the principles of soil conservation; improper cultivation, erosion, etc. In other words, the improper use of the soil.)

What can a farmer do to improve his soil and make it yield a bigger and better crop? (Irrigation, rotation of crops, careful cultivation, use of fertilizers, etc.)

What is the purpose of fertilizers? What do they do to the soil? (Rebuild soil, add necessary elements as nitrogen, potassium, and phosphorus that have been taken out of the soil.)

What is the problem in the United States in regard to fertilizers? (Need for more fertilizers, need for a cheap fertilizer, new sources.)

There has been a growing need for fertilizers in the United States, and the real problem is to get the necessary fertilizers cheaply and in abundance.

## LESSON THEME

How shall the United States meet the growing need for a cheap and abundant supply of fertilizer?

## OUTLINE OF LESSON

*Is the problem of fertilizers a new one?*

Develop the point that because this country is virtually a new region, the soil has not as yet been completely depleted of its original minerals, but that depletion is rapidly going on. Also bring out the fact that New England always needed fertilizers because of poor and rocky soil.

*How can the problem of soil depletion be met?*

Need for scientific methods of farming, rotation of crops, need for artificial fertilizers, need for new sources of supply.

Crops vary in their demands on soils; certain crops such as cotton and tobacco are great soil robbers. The South, especially, has a difficult problem in restoring to the soil the elements the crops have taken out.

*What fertilizers do we lack in this country? What kind must we import? From where?*

What fertilizers are produced in abundance in the United States? (Phosphates.) Where are they found? Will phosphates alone fill the need for fertilizer? Then what other fertilizers do we have to import? From what countries?

*How can we increase our own production of the necessary fertilizers?*

Nitrates and potash. This country is so large that it has not, as yet, been thoroughly investigated. Investigations are continually being made to find new sources. Nitrates can be manufactured.

*Possible sources for nitrates in the United States. Tennessee Valley Authority.*

What progress has the Government made with the T.V.A. in the manufacture of nitrates by the nitrogen-fixation process?

*Possible sources of potash in the United States.*

What has the United States been doing in the search for sources of potassium? What has been the result of her investigations? (Discovery of Searles Lake in California and lakes in Nebraska that yield potassium.)

*Other possible sources.*

Dust of cement mills and blast furnaces, fish, kelp, etc.

## CONCLUSION

After all this discussion, what does the class conclude will make the United States independent of other countries in fertilizers?

Class should be able to state that the United States may become independent only when she succeeds in producing nitrates from the air in cheap and abundant quantities, succeeds in finding large potash deposits, or succeeds in obtaining sufficient quantities from the ocean.

Use the Yearbook of Agriculture for summary presentation of recent developments in fertilizers and for figures showing the development of United States sources of fertilizers.

Read import figures of fertilizers.



# English-Improvement Aids

Selected by E. LILLIAN HUTCHINSON

EDITOR'S NOTE: Teachers of English often desire short, well-selected lists of spelling demons, pronunciation demons, etc., for drill purposes, for testing, for extra-credit assignments, or similar uses. This monthly service page is designed to save the teacher's time in collecting such material. It is suggested that the page be clipped out and mounted in a scrapbook. Some teachers may wish to place such material on the blackboard. Suggestions for this page will be welcomed.

## Spelling Demons

- |               |                  |
|---------------|------------------|
| 1. concede    | 6. inoculate     |
| 2. courageous | 7. mortgage      |
| 3. descent    | 8. privilege     |
| 4. forcible   | 9. questionnaire |
| 5. harass     | 10. vacuum       |

## Pronunciation Demons

- |               |                | Not            |
|---------------|----------------|----------------|
| 1. government | gŭv' ěrn mĕnt  | gŭv' ě mĕnt    |
| 2. hospitable | hŏs' pī tā b'l | hŏs pīt' ā b'l |
| 3. February   | fĕb' rŏŏ ěr' ĭ | fĕb' ũ ěr' ĭ   |
| 4. column     | kŏl' ũm        | kŏl' yŭm       |
| 5. deficit    | dĕf' ĭ sīt     | dĕ fic' ĭt     |

## Most-Used Words: 11-20

- |         |          |
|---------|----------|
| 11. for | 16. with |
| 12. be  | 17. he   |
| 13. was | 18. on   |
| 14. as  | 19. have |
| 15. you | 20. by   |

## Synonyms

**Pay.** To *pay* is to discharge one's obligation to another.

**Compensate.** To *compensate* is to make a fit return, especially for services rendered.

**Remunerate.** *Remunerate* adds to *compensate* the implication of reward.

**Reimburse.** To *reimburse* is to make good an expenditure for that paid, lost, or damaged.

**Indemnify.** To *indemnify* is to secure against loss, or to make restitution for it.

I will *pay* for the goods by check.

No money can ever *compensate* the nurse for her devoted and conscientious care of the patient.

Would \$50 *remunerate* the artist sufficiently for the unusual poster he designed?

Enclosed is our check for \$17.50, which will *reimburse* you for your expenditures for trimming our booth at the convention.

Will your insurance policy *indemnify* you fully for damage by flood?

## Words Often Confused

**Lapse.** To become void.

**Elapse.** To pass, as time.

**Relapse.** To slip back into a former condition.

It is most unwise to allow one's life insurance to *lapse*.

We must allow at least six months to *elapse* before circularizing this group again.

The doctor warned that any excitement might cause the patient to *relapse*.

**Choose.** To prefer; to select.

**Chose.** The past tense of choose.

The winner may *choose* any one of many prizes. The winner last year *chose* a fountain pen.

## Vocabulary Building

**Subversive.** Having a tendency to overthrow, upset, or destroy; as the subversive activities of disloyal members of a club.

**Defeatism.** The practice of admitting defeat of one's own country, party, etc., on the ground that the continuation of a contest is impossible or inadvisable.

## A Punctuation Rule

An identifying word or phrase should be set off by commas.

Our representative, Mr. Long, will call on you.

We were stunned to learn that Colt & Company, the largest manufacturers in the industry, are to liquidate.

**Note:** If the identifying term is used in a restrictive sense, it should not be separated from its principal by punctuation.

My brother Hugh is coming tomorrow. (This implies that there are other brothers.)

## A Writing Pointer

The short sentence gives animation and directness to the style of writing. In speech, it adds vivacity and spice. A short sentence, terse and emphatic, in the introduction of a paragraph, a speech, or a letter often arouses the interest. It commands attention; arouses action.—*Johns*.

# Extracurricular Activities Discussed

## *In "Tri-State Business Educator"*

TRI-STATE BUSINESS EDUCATOR for the fall, 1940, presents a symposium on the subject of extracurricular activities and business education. The whole issue is recommended to readers of the B.E.W., especially to those interested in the organization and sponsoring of commercial clubs. A few of the statements deserve particular attention.

W. B. Elliott, president of the Tri-State Commercial Education Association, prefaces the bulletin with a message entitled "America's Challenge to Business Education."

In answer to the question, "How can we go about it to meet this challenge?" Mr. Elliott suggests:

We can find out more definitely what it is that America demands of our product. We can be more particular about the quality of the raw material we select. Since our raw material is living, thinking material, capable, under proper processing, of almost unlimited development, we should employ every known method to apply such treatment to this raw material as will bring out the best that is in it. Finally, our standard of manufacture must be raised.

Editor Alan C. Lloyd comments:

"What can you sponsor?" has become a more important question on the teacher's application blank than "What can you teach?" in many school systems.

What problem is more universal among commercial teachers and administrators than "What shall we do about extracurricular activities?" Do you know a school where the commercial teachers do not bear an impressive responsibility in activities?

The problem is so general, does touch so many persons, that it merits the immediate attention of every individual who is, like us, fascinated by—and to—business education.

J. F. Kinsley, president of the Pittsburgh Academy, edits a section in the bulletin on the subject, "The Place of Extracurricular Activities in the Private Business School," which includes the following statements:

It is true that the first and major objective of the school is to train the individual so that he can give practical, efficient business service. How-

ever, if he is to be placed easily, he must have an employable personality. The individual's personality depends upon the quality of his character, his philosophy of living, his diction, expression, appearance and physique.

Most of us will likely agree that some of these factors are greatly improved by the regular curriculum, and I suspect some of us would pay well for the secret of how to accomplish this to perfection. The extracurricular program can play an important part in the general development of practically all of the desirable traits.

A questionnaire was sent to eighty-five business schools of Pennsylvania, Ohio, and West Virginia. Of thirty-six schools answering the question, "Do you consider extracurricular activities advantageous to the student?" 61 per cent reported yes; 25 per cent answered no; and 14 per cent were doubtful. To the question, "Are they advantageous to the school?" 67 per cent answered yes; 22 per cent said no; and 11 per cent were doubtful.

"The Place of Extracurricular Activities within the Commercial Department" is the topic of the section edited by E. R. McIsaac, head of the commercial department of Aliquippa (Pennsylvania) High School. We quote:

The best way to acquire powers of adjustment is to develop a miniature society within the school. Why not turn the commercial department into a business organization or a business enterprise? A business organization is established to meet the needs of the community; the commercial club should meet the needs of the school. The greatest need of society today is for co-operation. The commercial department should seek the co-operation of other departments in the organization of its club.

Putting learning into action is a real test of mastery. The club is a means of securing the four basic wishes which are desired by all members of society: (1) the wish for recognition, (2) the wish for security, (3) the wish for response, and (4) the wish for new experience. As these wishes are fulfilled, the student assumes an attitude of earnestness toward his work.

Other articles in this bulletin on club projects and programs, and the distinct contributions made by extracurricular activities, are also worthy of thoughtful reading.

—R. T.

# Start a Local Chapter

THE  
CHARTER

CHARTER

EFFICIENCY



ORDER of BUSINESS

Official charter  
this \_\_\_\_\_ TENTH

C.E.



THE PIN

## It's Fun

### TO BE EFFICIENT

Organize a local chapter of the *Order of Business Efficiency* in your school!

Get a beautiful charter, the evidence of recognition by the national organization!

Wear the gold emblem of the order! As a teacher-sponsor of an O.B.E. chapter, you are entitled to a pin for yourself—with the compliments of the B.E.W.

One of the new Gregg Dictation Timers will be *given* to each of the first ten O.B.E. chapters. Own this useful timer!

#### Membership

Membership in this order is open to any student who holds a senior Certificate of Achievement earned by solving one of the senior B.E.W. projects.

Efficiency and service are the foundation stones in the O.B.E. To become a member of the order, a student must have measured up to a high standard of efficiency. Once he has gained membership, he is ready to seize opportunities to use his training in practical and useful activities.

#### How to Organize a Chapter

An application for a charter, sent to you in duplicate, will accompany the senior certificates earned by your students. On receipt of one copy

# Chapter!



**THE EMBLEM OF SUCCESS  
BASED UPON ACHIEVEMENT**

of the application, signed by charter members and sponsors, the BUSINESS EDUCATION WORLD will send you, free of charge, the handsome charter, which signifies that your group comprises a recognized chapter of the national organization.

On request, you may have a copy of a constitution that you can adapt to your local situation, together with suggestions for organization and club activities.

As every organization must have its identifying insignia, the O.B.E. pin, which costs 50 cents, becomes a mark of distinction to its owner.

### ***What O.B.E. Members Can Do***

The opportunities for service open to your O.B.E. members are many. As the honor group in your commercial club, they can be the leaders in that club.

O.B.E. members should be able to help with the clerical work in connection with the B.E.W. projects. The collection of the project examination fees and the keeping of necessary records offer splendid practice for club treasurers, and the preparation and mailing of entry forms give valuable experience to club secretaries.

These good students can be the service organization in the school, ready to assist at school functions as hosts and hostesses, clerks, cashiers, and ticket managers.

Most important, however, is the opportunity to contact the businessmen of the community through offering the services of the students to clubs and organizations. These capable students can act as clerks, cashiers, ticket managers, and ushers.

If your O.B.E. chapter can secure a sponsor or group of sponsors from the businessmen of the community, both groups will reap tremendous benefit.

### ***Your Opportunity***

This is your opportunity to organize the students in your classes into a worth-while service club. You have every assistance possible at your command. The Awards Department of the BUSINESS EDUCATION WORLD is eager to help you. This is your order of procedure:

1. Send in solutions to the B.E.W. projects. Acceptable senior project solutions will bring senior Certificates of Achievement to your students and make them eligible for membership in the Order of Business Efficiency.

2. Organize your group of O.B.E. members and send for an official charter.

3. Set as your goal 100 per cent student participation in the B.E.W. project service, with each O.B.E. member a wearer of the O.B.E. insignia.

4. Remember our free gift of an O.B.E. pin to you as teacher-sponsor of a chapter.

5. Own a new Gregg Dictation Timer—the guaranteed dictation watch with sweep second hand—our bonus for each of the first ten O.B.E. charter applicants!

Send inquiries regarding the Order of Business Efficiency to the Department of Awards, The BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York, New York.

Read the pages immediately following, and learn more about the B.E.W. Projects!

## Everything from a Pin to an Elephant

**A** PIN or an elephant—there you have a picture of what Silas Soule has for sale in his general store at Stony Point!

Silas is a contented man—and Stony Point is a seacoast town where one finds peace of mind and the blessings of life. But any self-respecting bookkeeper or student of bookkeeping would be shocked at the state of the accounts of Silas Soule. There are only two bookkeeping records in Silas' store—a General Journal and a Ledger.

Silas is anxious that some enterprising young students record the month's transactions in his General Journal, open ledger accounts, and draw off a trial balance. And when they've finished, he wants some suggestions for the improvement of his bookkeeping system.

### *A Job for Your Students*

Your bookkeeping students are just the ones to help Silas Soule! The job pays well, too, for the problem of Silas Soule is one of the junior projects in the bookkeeping series of B.E.W. projects—and the award for a good solution to the project is a beautiful Certificate of Achievement.

### *Bookkeeping Isn't Work, Really!*

The B.E.W. bookkeeping projects make the study of bookkeeping interesting—even exciting. Here are the titles of the other bookkeeping projects:

*"Hobbies for Sale"*—Junior Bookkeeping Project A. One of the students at Central High School has started a Hobby Club, and the problem in the project is to make entries in the cash book, prepare ledger accounts, make a trial balance, and prepare a statement of receipts and expenses to be presented by the treasurer at the next meeting of the Hobby Club.

*"Silas Soule's Store"*—Junior Bookkeeping Project B. We told you about this project in our first paragraphs.

*"Ted's Haberdashery"*—Senior Bookkeeping Project C. Your students become

bookkeepers in Ted's Haberdashery, and have to rule a Purchases Journal and a Sales Journal and record the transactions of the current month. A trial balance is called for. The young bookkeepers are asked the reasons why the journals are set up as they are for this particular business.

*"Abraham Howland's Hardware Business"*—Senior Bookkeeping Project D. Mr. Howland is the proprietor of a small hardware store, and this is the beginning of his second month in business. His bookkeeping records to date have been meager. For the most part they have consisted of memoranda on scraps of paper, invoices, sales slips, and other business papers. Mr. Howland wants to know what he's worth—a nice problem to put before your smart bookkeeping students!

### *The Job Pays Well*

Students who send in solutions to the junior problems get the handsome junior Certificate of Achievement. Solutions to the senior projects bring to the students senior Certificates of Achievement, with the additional honor of membership in the Order of Business Efficiency. You will find more details of this honor society described on the two pages before this one.

### *Actual Business Problems in your Classroom*

The series of projects just described is just one of the several classifications of live business problems offered by the BUSINESS EDUCATION WORLD through its projects and awards service. Other classifications include Business Fundamentals, Business Personality, Business Letter Writing, and Transcription.

You will find all these projects valuable. Send for free sample pamphlets of projects in which you are interested and the booklet, "Effective Teaching With the B.E.W. Projects." Mail your request to the Department of Awards, The Business Education World, 270 Madison Avenue, New York.



## B. E. W. Transcription Certificates Awarded

*"Who will be the first to send qualifying transcripts and receive the handsome two-color certificates as awards?" we asked when we announced the first B.E.W. transcription project in the November issue of the Business Education World. Here is the answer.*

**S**TUDENTS of Mrs. Lucile Bertschi, of Evander Childs High School, New York, were first to submit mailable transcripts and receive the new two-color B.E.W. certificates.

Congratulations to Mrs. Bertschi and her students!

A splendid beginning—and now who will be the first to have a 100 per cent class, every member a holder of a B.E.W. transcription certificate?

### *Students Appreciate the High Standards*

Mrs. Bertschi's enthusiasm for the projects inspired a three-page letter. She tells of the reactions of her students, one of whom said: "The strict accuracy requirements make them (the projects) more like an actual office situation, and make us think about writing letters that could be mailed."

Some of the students suggested that all their work should be marked on the same basis as the projects. They are all looking forward to winning both the junior and the senior transcription certificates—those who have the junior already want the senior, and those who failed the first time are eager to try again.

### *The Projects Are an Effective Teaching Aid*

Let a paragraph or two from Mrs. Bertschi's letter tell you how helpful these transcription projects are:

So far, the effect is more noticeable in the attitude than in the output of the class, but I think that is a good beginning. The projects have been far more effective than any amount of "preaching" about the importance of correct spelling, neat erasing, proofreading, not wasting time, and almost everything else one tries to teach in connection with transcription.

I find the students more seriously concerned than they used to be about "only a typing error" and not nearly so likely to boast of having done a letter with "no errors except one misspelled word."

Our dictionaries are consulted more frequently and proofreading is done more thoroughly when carelessness means not a lower mark, but no mark at all.

### *Instructions for Use of the Projects*

This issue of the BUSINESS EDUCATION WORLD contains the series of three letters for the December B.E.W. Transcription Project.

To obtain junior certificates for your students, dictate the *first two* letters of the series at 80 words a minute. If your students transcribe the letters *mailably* at speeds of 10, 15, or 20 words a minute, send in their papers for certification.

To obtain senior certificates for your students, dictate *all three* of the letters at 100 words a minute. If your students transcribe the three letters *mailably* at speeds of 15, 20, 25, 30, or 40 words a minute, send in their papers for certification.

All papers submitted will be reviewed by the B.E.W. board of examiners. If found mailable, certificates will be issued; if not mailable, the papers will be marked and returned. The fee for examination is 10 cents a project per student. The remittance must accompany transcripts.

Mail transcripts for certification, together with fees, to: The B.E.W. Awards Department, 270 Madison Avenue, New York, New York.

Transcripts of the December project must be received on or before December 31 to be considered for certificates.

Full instructions for the use of the monthly B.E.W. Transcription Projects were printed in the November, 1940, B.E.W. They are also given in the free booklet, "Effective Teaching with the B.E.W. Projects."

A brief summary of instructions not mentioned in the foregoing paragraphs is printed on the page immediately following the dictation letters.

## *Dictation Material for the* **DECEMBER B.E.W. TRANSCRIPTION PROJECT**

Letters 1 and 2 are to be dictated at 80 words a minute and transcribed for the junior certificate.

Letters 1, 2, and 3 are to be dictated at 100 words a minute and transcribed for the senior certificate.

Letters are counted in groups of twenty standard words.

### INSIDE ADDRESSES

(Dictate these addresses *before* starting to time the take.)

*Letter No. 1.* Mr. Frank Williams, National Bank, Seattle, Washington

*Letter No. 2.* Mr. Frank Williams, National Bank, Seattle, Washington

*Letter No. 3.* Mr. Frank Williams, Jr., National Bank, Seattle, Washington

### *Letter No. 1*

Dear Frank:

I want to give you my personal Christmas greeting and wish you a very pleasant holiday season<sup>1</sup>. I hope the new year will bring to you and your family the happiness you desire.

Your service to the bank this<sup>2</sup> past year has been more than satisfactory, and your bonus check this Christmas is the means the Board of Directors<sup>3</sup> is taking to express its appreciation of your loyalty to the organization. The bank would not<sup>4</sup> retain its standing in the community and in the commercial world if it did not have the good will of its<sup>5</sup> employees. Best wishes for your future success.

Sincerely yours,

### *Letter No. 2*

Dear Frank:

Today I found some interesting old<sup>6</sup> letters and copies of letters. One was written to you ten years ago when you had been with the bank just two years<sup>7</sup>. You showed great promise of success in those days.

Now it is Christmas again and time for the bonus checks to be<sup>8</sup> distributed. This

year you are signing the letters as a member of the Board of Directors, and I am sitting<sup>9</sup> at home by my fire as a retired bank president should.

I think I shall write a letter to your son who is just<sup>10</sup> starting with the bank and tell him a thing or two about his dad.

Merry Christmas and Happy New Year!

Sincerely yours,<sup>11</sup>

### *Letter No. 3*

Dear Frank:

I have just finished writing a Christmas greeting to your dad. I have been sitting here before my fire<sup>12</sup>, smoking my pipe, and thinking over the old days when Frank Williams and I first became acquainted.

Frank came to the bank<sup>13</sup> as a teller. He had worked for several years but was still young to many of us. He was the kind of fellow<sup>14</sup> who talked very little, but every man in the organization respected and loved Frank Williams. He had<sup>15</sup> confidence in himself and did not have to play politics. He did a good job wherever we put him.

I<sup>16</sup> consider Frank Williams one of my best friends. He should be yours, too. I am not a very good preacher, nor do I like<sup>17</sup> to give out advice, but I know that you will reach your goal if you make a resolution this year to live up to<sup>18</sup> the high standards your dad has set.

Sincerely yours,

### *Condensation of Rules*

The following is a condensation of the official rules and regulations which have not already been mentioned in the paragraphs immediately preceding the dictation material for this month.

### *Eligibility and Identification*

Students of any public or private, day or evening, junior or senior high school or college are eligible to solve the B.E.W. projects. Solutions are sent by the teacher to New York for examination.

The use of a letterhead is recommended but not required. The typewritten identification in the lower left-hand portion of the first transcript should include: teacher's and student's initials, student's name, dictation rate, transcription time, and transcription rate. The other letters transcribed should be identified by teacher's and student's initials, student's name, and dictation rate.

### Timing of Transcription

No preliminary reading of notes or help of any kind during transcription is permitted. The teacher gives the "go" signal only when the pupils are seated in front of the empty typewriters. As soon as each pupil has typed and checked the mailability of all his letters, he brings them to the desk. The teacher marks in the space provided on the student's first letter the number of minutes elapsed since the "go" signal, and from this figure calculates the transcription rate. Qualifying transcription rates are recorded after the word "Rate" on the same letter.

The maximum time allowed for transcribing the 80-word dictation is 24 minutes; for the 100-word dictation, 27 minutes.

When the "stop" signal is given, all letters not already handed in must be removed from the machines, and no errors discovered after that time may be corrected.

### Correction of Transcripts

The teacher may reread the letters from the copy while the students check the transcripts. The papers that appear to qualify for certificates are then to be rechecked by the teacher.

All the letters must be mailable. A mailable letter is one that is well placed on the page, well typed with an even touch, and with few or no erasures. The right-hand margin must not be too ragged. The date must be correct.

The pupil is given the benefit of the doubt in considering errors in punctuation, paragraphing, or capitalization. A slight deviation from the printed letter does not make the student's letter unmailable, provided these changes do not alter the sense

of the letter. An uncorrected typographical or spelling error discovered after the end of the timing renders the letter unmailable.

The student checks for the following kinds of errors and circles each error plainly: incorrect date, deviations in wording, incorrect capitalization, incorrect spelling, uncorrected typographical errors.

When the mailable transcripts have been rechecked by the teacher, submit for awards the papers of only those students whose transcripts are *all* mailable.

### Mailing Transcripts for Certification

Submit mailable transcripts with the fees and the entry blank provided by the B.E.W. No shorthand notes need be included. If transcripts are being submitted for the first time, a typewritten entry blank conforming to the illustration in Figure 1 will be accepted. Thereafter, entry blanks will be included in each package of awards sent to the teacher.

Date.....

Teacher's Name .....

School .....

City ..... State .....

No.	Type student's name as it is to appear on the certificate	Trans. Speed	Dict. Speed
1	.....	.....	.....
2	.....	.....	.....
	etc.	etc.	etc.

FIGURE 1. PATTERN FOR A TYPEWRITTEN ENTRY FORM.

### Personnel of the B.E.W. Awards Service

Miss Rhoda Tracy is manager of the Awards Department and director of the transcription division.

Miss Dorothy M. Johnson is director of the business letter and business personality divisions and author of the projects in those subjects.

Milton Briggs, of New Bedford (Massachusetts) High School, is director of the bookkeeping and business fundamentals divisions and author of the projects in those subjects.

# Winners in "The Case of the Old Curmudgeon"

DOROTHY M. JOHNSON

THE judges in the business-letter contest for teachers and teachers in training, announced in the October issue of the B.E.W., had no easy task! The final judging depended on some very fine points—as, for example, whether or not the letter presented, *near the beginning*, the advantages that would accrue to T. D. Cartwright if he should decide to permit the Civic Club to use his building for the activities of clubs for young people.

The letter, you will recall, was to be written by the secretary of the Civic Club in a final effort to persuade Mr. Cartwright to change his determined "No" to an affirmative answer.

For the refreshment of your memory, we reprint herewith the original problem letter. For full details, however, see pages 121-123 of the BUSINESS EDUCATION WORLD for October.

## Here Is the Problem Letter

Dear \_\_\_\_\_:

In reply to your recent letter, I do not feel I can donate my building to the purposes for which you request it.

In the first place, I don't see why you need it. My own children grew up in the town without any such fol-de-rols and without getting put in jail. This younger generation is pampered enough without getting any more attention. I think you are wasting your time on them.

Secondly, they would ruin the building.

Thirdly, if I get a renter for Cartwright Hall, I want to rent it without having to go to law to evict a dozen clubs of young toughs.

Fourthly, I am paying enough taxes on the building without going to additional expense to buy coal for it and hire a janitor to tend the furnace.

Fifthly, I cannot see any value in some of your clubs. What chance have these young people got to become radio actors or stage actors? Why should anyone want to learn fencing—do they want to fight duels? What in the world is badminton? I have reached the age of seventy-three without knowing badminton, and I have done pretty well. "Table tennis" sounds like pretty small stuff. The Red Cross and the study of how to get jobs sound good, and the chess I would recommend highly if you can get the young peo-

ple to sit still long enough to learn it. I doubt whether they could.

Therefore, my answer is No.

Yours truly,

T. D. CARTWRIGHT

Albert E. Fries, of Illinois State Normal University, should have honorable mention here. He submitted no less than forty letters written by his teachers in training. The work of these student teachers provided keen competition for the other contestants, most of whom were practicing teachers.

The names of the winners follow.

## FIRST PRIZE, \$10

Jack R. Neill, High School, Rossford, Ohio.

## \$2 PRIZES

Mary P. Johnson, High School, Leominster, Massachusetts.

Edith Rachael Berninger, Illinois State Normal University, Normal, Illinois (Student).

Ruth Alexander, Marin Junior College, Kentfield, California.

Mrs. Helene L. Eriksen, High School, Ecorse, Michigan.

Sister William James, S. S. J., St. Joseph High School, North Adams, Massachusetts.

## HONORABLE MENTION

Sister Jane, O.S.B., College of St. Benedict, St. Joseph, Minnesota.

Joan Partelow, Illinois State Normal University, Normal, Illinois (Student).

Irene Mary Statter, Illinois State Normal University, Normal, Illinois (Student).

## How the Letters Were Judged

At the first reading, letters that began with negative suggestions were ruled out. For example: "I don't blame you for saying no, Mr. Cartwright" contains the negative words *blame* and *no*.

"Your refusal to let us use the Cartwright Building prompts me to explain further" simply reminds Mr. Cartwright that he didn't like the idea at first and suggests that he might as well be consistent and refuse this second request.

Some letters took an accusing tone that I know was not planned by their writers,

such as "We were surely surprised, Mr. Cartwright, when we received your answer." Those letters we ruled out, also.

But a great many were left. Next, we discarded those that neglected to mention the money Mr. Cartwright could save on insurance and taxes.

After this reading, we discarded no more but began to shuffle, putting at the bottom of the pile the letters that mentioned the facts about insurance and taxes but buried this mention.

At about this time, letters that flattered Mr. Cartwright too obviously began to go to the bottom of the pile, also.

### ***How Do You Read a Letter?***

In a few letters, it was plain that the writers had answered paragraph by paragraph, expecting Mr. Cartwright to remember exactly what he had said. This doesn't happen, however; when you receive a letter, do you delay reading it until you have read the previous correspondence? I don't. The letter I get should tell me all I need to know. It is seldom necessary to consult carbon copies except for minor details.

In this case, the fact that Mr. Cartwright could not be expected to remember exactly what he had written was distinctly to the advantage of the person who was answering him.

A fact became apparent here that had not been realized before: that, because Mr. Cartwright would not remember every word he had written, it was not necessary to defend in detail all the club activities that he had questioned.

Now we found that the letters still in the running all began with positive, affirmative statements or questions. Among them, the outstanding contestants were those in which Mr. Cartwright's attention was attracted in the first or second paragraph to the possibility that what he was asked to do might have actual financial benefits for him.

From there on, it was nip and tuck. But the judges wish to announce that they feel at ease with their consciences and wish only that there had been more prizes.

It was not necessary to make final decisions on the basis of spelling, typing, letter

setup, or precision of grammar. Although all of us spend much time and effort stressing those points in our teaching, we are fully aware that *in business practice* the success of an executive does not depend on them. If you are familiar with the Gold Medal Letters published annually by the Dartnell Corporation, you know that many of the letters—tried and tested in actual business and found to be dependable and productive—would not be grammatically acceptable according to the standards of most English teachers. We judged the B.E.W. letter contest according to the standards by which letters stand or fall in real business.

### ***How Much May One Know?***

The judges considered carefully a question that comes up in all letter contests: Is it permissible for a contestant to assume detailed personal knowledge of facts not stated in the original problem? (For example, could the writer, as secretary of the Civic Club, pretend that he knows Mr. Cartwright?)

The answer to the general question is "Sometimes." The answer to the specific question in parentheses is "Yes, because the secretary of the Civic Club would have to know a great deal about his town and its history."

Therefore, the judges accepted letters that took for granted *a reasonable degree* of personal acquaintanceship.

The judges' decision would be otherwise, however, if the problem involved a situation where personal acquaintanceship would be unlikely, no matter how convenient it might be for the contestant.

Immature writers—your students who will compete in the fourth annual B.E.W. Letter Contest next spring—tend to avoid the rigors of problem solving by going around the problem instead of through it. Some of them change the facts. No one did that in "The Case of the Old Curmudgeon."

When you read the letter by Edith Rachael Berninger, you may wonder why it is so far down the list of winners. The reason is that it takes for granted just a little too much to be entirely believable. It



presupposes a man with a thousand dollars to toss in someone's lap—a man who would spend that much on recreation for prisoners, although he should have known that the Civic Club had plans afoot for out-of-jail youth.

Still, it is a splendid letter, and it would still be a good one if it presupposed Santa Claus in the flesh. I'd like to hear what Miss Berninger is doing about five years from now or even sooner.

#### FIRST PRIZE LETTER

JACK R. NEILL

*High School, Rossford, Ohio*

Dear Mr. Cartwright:

Thank you very much for your prompt reply to our earlier request. You have been such an influential and esteemed citizen of our community for so long that we appreciate your opinions and suggestions, regardless of the fact that your residence is now elsewhere.

Looking at the project purely from a financial point of view, Mr. Cartwright, we thought you as a businessman would have many advantages. At the present time this property is dead weight on your hands. Unoccupied, it is eating up taxes, insurance, and is constantly deteriorating—a continual expense that possibly has caused you some worry. With this building in use your insurance rates would immediately drop, and since the building would be used for a civic undertaking, it is quite likely that we could get some reduction in taxes.

Under such a community program you naturally would have no expense or worry about maintenance or care of the premises. The Civic Club will buy all necessary coal, and Mr. Brown, who can't give money, has willingly consented to donate his time as janitor. He feels that he will be more than repaid if his sons spend their leisure hours there instead of with companions whose character is questionable. And of course no group will ever be allowed to meet in the building without a competent adult sponsor, who will see that everything is well cared for. Should you find a renter we guarantee to vacate the building immediately.

It would appear to be a profitable venture, Mr. Cartwright, not only to you but also to the community. We hope you will be interested in it. Your overhead is taken care of, expenses are reduced, and you gain enormously by the good will built up from the public use of your premises. In fact the publicity and attention directed to your property through such a project might easily lead to very tangible results—perhaps by selling to the community, should the program become permanent, or perhaps as a busi-

ness location whose importance has been built up by our proposed project.

Of course it is true that your children did without such activities when they were young, and Rossford children can still do without them. But don't you believe that we as citizens of the community would be taking a step in the right direction by providing recreational facilities for our young people? Don't you feel that some of the disturbances and petty law breaking done by several young people of high school age and a little older might have been avoided if such facilities were now available? From the reports we have from other cities this seems to be definitely true.

Somehow or other I still clearly recall the evening when your son played one of the leading roles in the senior class play some years ago. How thrilled he was after it was over! You were really proud of him, too. Surely it was partly from such activities that he developed some of the poise, self assurance, and bearing, that have contributed so much to his present success. The local radio station has already agreed to present the club's dramatic programs if all goes well.

As for the other activities mentioned, we suggested them thinking that they would best safeguard the property used. Fencing is excellent exercise. It develops grace, control, concentration, and patience. Fencing foils have no sharp edges or points. Badminton is suggested because the game does not require much space, and the shuttlecock with which it is played can't break windows as a lawn tennis ball might do. Table tennis of course has the same advantages.

With so many advantages accruing to both you and the community, we sincerely hope that you will seriously reconsider our earlier request. We would deem it a privilege, should this proposal be accepted by you, to name these young people's clubs the Cartwright Clubs, in honor of you, Mr. Cartwright, who certainly have been one of Rossford's pioneer citizens.

Sincerely,

#### SOME OTHER PRIZE WINNERS

MARY P. JOHNSON

*High School, Leominster, Massachusetts*

Dear Mr. Cartwright:

Thank you for writing me so promptly. I realize now that I neglected to give you a number of facts that might have enabled you to grant us the use of Cartwright Hall. I am therefore presuming to outline these to you. In doing so, I am putting myself in your position, the position of the property owner who has an idle building upon which he must pay taxes and insurance. Naturally any project that would

add one penny to your financial burden would be out of the question.

The following facts will, I believe, show you how you can be a friend and helper to our Leominster youth without inconvenience or financial burden. There is even a possibility that your loan of the building might result in a reduction of taxes once the city sees the diminishing number of misdemeanors that will follow when our boys have a wholesome place for displaying their gang spirit. There is even a possibility that your insurance rate might be reduced due to the lowered risk that comes from occupancy.

1. There will be a competent adult supervisor present at every group meeting, assuring property protection.

2. Skill-developing sports, including badminton, fencing, and table tennis, develop patience, grace, and control and are not likely to cause broken windows as more vigorous sports might.

3. The Civic Club will bear the expense of heating.

4. A guaranty, signed by the officers of the Civic Club, will assure you of immediate withdrawal should a tenant be found.

5. Janitor service to insure proper heating, cleaning, and upkeep has been offered free by an enthusiastic father of one of the boys.

This same father voiced, I think, the spirit of all of us when he said: "Some of you men are willing to give your evenings to teaching our boys; others are offering equipment. I want to give something, too, because your work is going to mean a lot to us fathers who know the danger of pool rooms and street gangs. So set me down, won't you, as Boys Club janitor."

And so we are adding this man's name to our Roll of Honor, as well as the names of all those other public-spirited citizens who contribute in any way to the building of our Boys' Club. May we not have the pleasure, Mr. Cartwright, of seeing your name head the Roll of Honor as the man whose generous spirit makes our clubhouse possible?

Sincerely yours,

EDITH RACHAEL BERNINGER

*Illinois State Normal University,*

*Normal, Illinois*

Dear Mr. Cartwright:

A few minutes ago, after I had finished reading your letter in answer to our request for your building, Richard Carter came to see me. (Remember him? It was always a toss-up in our family whether we should buy Carter or Cartwright shoes. In my case, Cartwright usually won because I like the special square toe you featured.) Mr. Carter threw a \$1,000 check in my lap. "It's yours if you'll start a recreational hall for the prisoners in the county jail with it. I think it would solve many crime problems if released prisoners knew how to play. They

wouldn't go back to their old pursuits in idle moments, meet old friends, and so back to crime."

"That's fine," I told him. "That's wonderful. But why don't you prevent criminals instead of trying to convert them? You get lots more for your money."

I proceeded to tell him, as I told you in my last letter, of our plans for a Community Hall with many clubs which would keep our young people's hands busy with constructive play.

He was hard to convince. His children, like yours, had turned out pretty well, he stated, without such "fol-de-rols" as clubs—not a criminal in the lot. I reminded him that what was a "fol-de-rol" yesterday might be a necessity today. Machines have reduced many times the time element of chores that kept his children's hands busy and out of mischief. Today's boy doesn't go home because there is no reason why he must. He must work off his surplus energy some way, so he and his pals form a gang and get into mischief. Eventually, the mischief grows into petty crime, and finally, major crime.

When he was convinced of the soundness of the principle, he turned directly to practical details—you know Richard—a down-to-earth sort of fellow.

"Where will you ever find a building?" I told him that we had written to you about your building (I didn't tell him of the answer which lay on my desk), and he laughed in our faces.

"Cartwright will never let you have his building. The boys would tear it up!"

When I mentioned that such friends of yours and his as Sam Garner, Bill Lafferty, George Saunders, and Larry Williams were the promised sponsors of the clubs and that one would be with each group every time it met, he sobered.

"Of course, with good care, occupancy would reduce Cartwright's fire insurance rate, wouldn't it?" he asked.

"Three per cent," I answered. "The Farmer Mutual agent told me today."

"But wouldn't janitorial, heating, and lighting expense offset such a gain?" Richard always thinks of everything!

"No. The father of one of the boys has promised to donate janitor's services, and the club itself will furnish the coal and lights."

"But Cartwright would throw us out if he ever got another renter," was his next objection.

"Lakeville's Little Theater group made \$500 last winter, and it's about the same size as our town. I don't see why we can't do as well and buy the building or rent it ourselves."

That convinced him. His \$1,000 is ours to buy our equipment. Part of it can be used for repairs on your building.

It's up to you, Mr. Cartwright. May we have it?

Cordially yours,

# Canadian Gregg Association Convention

THE CANADIAN GREGG ASSOCIATION held its eleventh annual convention in the King Edward Hotel in Toronto, on Saturday, October 26. Chairman B. H. Hewitt, of the Northern Vocational School, Toronto, carried the program through with the enthusiasm that has characterized all Canadian Gregg conventions.

The president of the Association, A. S. H. Hankinson, of the Commercial High School, Montreal, gave an inspiring address during the morning session.

## *Talks on Practical, Related Subjects*

W. J. Frisby, of the Eastern High School of Commerce, Toronto, and W. E. White, of the Ottawa High School of Commerce, spoke on "From School to Office—Theory to Practice"; and E. S. Sheffield, of Sir George Williams College, Montreal, spoke on "The Technique of Job Hunting." The practical value of these talks was greatly enhanced by the fact that all were related.

Dr. John Robert Gregg was to have taken the last period before intermission with a talk on the "Fundamentals of Shorthand Teaching," but was unable to be present. The announcement that Dr. Gregg would not be present was received with deep regret by all, and the Resolutions Committee was immediately instructed to communicate to him and Mrs. Gregg the good wishes of the convention.

Charles E. Zoubek, editor of the *Gregg News Letter*, was delegated to substitute for Dr. Gregg, and spoke on shorthand methods. Mr. Zoubek packed his talk full of helpful teaching suggestions.

The guest speaker was Captain the Reverend Norman Rawson, of Hamilton, who spoke on "Whither—Democracy," with particular reference to the fine understanding between Canada and the United States.

One of the two afternoon sessions was presided over by A. J. Park, Park Business College, Hamilton. The opening paper was delivered by Mr. George Cunningham, of Dominion Business College, Toronto, on the subject of "Rapid Calculation" and was

followed by considerable discussion. Professor C. E. Walker, Queen's University, Kingston, was highly commended for his talk on "Commercial Law." An explanation of the bookkeeping approach by Dr. W. G. Bennett, B.A., B.Com., D.Paed., Ontario College of Education, Toronto, cleared up many points for the bookkeeping teachers. Dr. Bennett was followed by F. W. Ward, principal of Gregg College, Toronto, with further highlights on bookkeeping.

The other afternoon session was devoted to shorthand and typewriting. J. M. Rosser, principal of St. Thomas Business College, St. Thomas, was unable to be present and his paper on "Grading Typewriting Papers" was read by J. S. Pack, Westervelt School, London. This was of great interest to the teachers from the vocational schools in particular and it is expected that this system of grading typewriting papers, which is used by the Business Educators' Association, will be followed by other schools. It is also expected that the rules governing typewriting errors drawn up by the Business Educators' Association will be set as the standard in Canada, the so-called international rules based on world's championship writing being obviously unsuited to classroom work.

"The Personal Element in Preparing for Business," was the title of an address given by Professor John A. Long, University of Toronto. His address provided material for much thought and for some experimenting.

## *Shorthand Demonstration a Highlight*

The final item on the program was the shorthand demonstration. Albert Barnes, Department of National Defense, Trenton, had previously been presented with the Diamond Medal, the second one to be presented in Canada. The room was packed with teachers who came to see him write. They got something really worth while, for not only did Mr. Barnes show amazing skill, but Fred Heatley, Canada's first Diamond Medalist; Grayden B. Hagen, of the Middlesex County Court; and Charles Wells,

Vaughan Road Collegiate Institute, Toronto, also made splendid contributions to the program.

The brief forms and shortcuts used by all four writers were most interesting. Mr. Wells provided shorthand in lighter vein when he took dictation at 50 words a minute and got credit for 100 words when it was seen that he had written every word twice, once in Gregg and once in another shorthand system. His letter could be easily read by transcribing every other word only. It was not so easy to read his second attempt, at 100 words a minute, because he had written it upside down and backward.

A second innovation was the tea party following the convention. It has been noted that teachers attending these one-day conventions are just beginning to get acquainted by the end of the program. The tea party

helped to remedy this situation. The tables were all occupied and discussion groups were still present when six o'clock struck.

The new officers for 1940-41 are as follows:

*President:* N. E. Carter, president of Stephen T. Willis College of Commerce, Ottawa, Ontario.

*Vice-President:* H. J. Armstrong, B. Paed., B. Com., Western Technical-Commercial School, Toronto, Ontario.

*Secretary-Treasurer:* Fred Jarrett, manager, Gregg Publishing Company, Toronto, Ontario.

*Executive Committee:* R. J. Service, Windsor Business College, Windsor, Ontario.

R. J. Aitchison, B.A., B. Paed., Central High School of Commerce, Toronto, Ontario.

F. W. Ward, principal, The Gregg College, Toronto, Ontario.

A. S. H. Hankinson, F.F.T.Com., The Commercial High School, Montreal, Quebec.

Dr. F. S. McCall, B.A., D.D., Alberta College, Edmonton, Alberta.

**H**EADQUARTERS for the convention of the N.E.A. Department of Business Education, to be held in Boston next summer, will be the Hotel Kenmore, according to an announcement by President Vernal H. Carmichael.

Another important announcement is the appointment of Hollis P. Guy, of the University of Kentucky, to take charge of the national campaign for membership.

Local representatives will be assisted in the campaign by six divisional directors. A director for the western division is yet to be appointed. The others are as follows:

*Central Division:* Stanley S. Smith, Fordson High School, Dearborn, Michigan.

*Eastern Division:* Frederick H. Riecke, South High School, Newark, New Jersey.

*Midwestern Division:* Miss Dorothy Travis, Central High School, Grand Forks, North Dakota.

*Southeastern Division:* Thomas F. Ferry, Paul Junior High School, Washington, D. C.

*Southern Division:* Mrs. Beulah Dalton Harwell, South Jacksonville, Florida.

Mrs. Frances Doub North was appointed at the Milwaukee convention last July to act as official representative for the Department at the N.E.A. headquarters in Washington.

Among the activities of the Department

will be the compilation and publication, within the next year, of a directory of business education; co-operation in the Junior College Study of the American Association of Junior Colleges; and co-operation, by a committee of experts, with Phi Delta Kappa in the completion of the forthcoming *Dictionary of Education*.

**T**HOMAS W. NOEL, professor of commerce and head of the School of Commerce, Winthrop College, Rock Hill, South Carolina, has been granted the degree of Doctor of Education by New York University.



THOMAS W. NOEL

Since August, Dr. Noel has been on active duty in the United States Navy as a lieutenant in the Supply Corps, with leave of absence from Winthrop College for the duration of the emergency. He is grand director of education and research in Alpha Kappa Psi and is a member of other professional fraternities. For twelve years, he was dean of commerce at Georgia School of Technology; he has been head of the School of Commerce at Winthrop College since 1934.

# Forty-third Federation Convention To Be Held in Chicago

THE National Commercial Teachers Federation will hold its forty-third annual convention at the Hotel Sherman, Chicago, December 26-28.

Three speakers of national reputation will appear on the program, President B. F. Williams has announced. Congressman T. V. Smith, of Illinois, who is a member of the House of Representatives and a professor of philosophy at the University of Chicago, will be the banquet speaker. Dr. Earl Harper, of the University of Iowa, will speak on Saturday morning. Dr. Louis L. Mann, professor of Oriental languages, University of Chicago, will address the general session on Friday morning.

Many novel features are promised by the local committee, under the chairmanship of Paul Moser, of the Moser School, Chicago.

Ivan Mitchell, of Western High School, Detroit, chairman of the membership committee, announces that the total membership will probably reach a new high of 3,500.

Delta Pi Epsilon members will meet at a dinner at the Hotel Sherman on Friday evening.

Dr. Hamden L. Forkner has announced that Teachers College, Columbia University, will hold a breakfast meeting on Saturday, to which former Columbia students are cordially invited.

The American Association of Commercial Colleges and the National Association of Accredited Commercial Schools will hold their annual meetings during the convention.

A list of the main events follows:

## THURSDAY, DECEMBER 26

*Evening:* Reception, Christmas party, and dance. Paul Moser, chairman local committee.

## FRIDAY, DECEMBER 27

*Morning:* General session, President B. F. Williams presiding; greetings by Ernest A. Zelliott. Address by Dr. Louis L. Mann.

*Afternoon:* Section meetings as follows:

**PUBLIC SCHOOLS DEPARTMENT.** Chairman, Louis A. Orr. Speakers: Dr. S. A. Hamrin, Dr. Douglas C. Ridgley, John L. Rowe, Paul White, Erwin Wall, Viona C. Hansen, Russell G. Carter,

Margaret Schaitz, Ursula Guckel, Thomas Redfield.

**PRIVATE SCHOOLS DEPARTMENT.** Chairman, W. M. Wootton. Speakers: J. Lyle Tucker, Jr.; Dr. Fred Shultz, W. M. Roberts, Nettie M. Huff. Discussion leaders: J. W. Drye, Ben H. Henthorn, A. F. Tull.

## SATURDAY, DECEMBER 28

*Morning:* General assembly and business meeting. Address by Dr. Earl E. Harper, Director, School of Fine Arts, State University of Iowa.

*Both morning and afternoon:* Section meetings: **COLLEGE INSTRUCTORS' ROUND TABLE.** Chairman, Dr. Lloyd V. Douglas. (Vice-chairman Francis Unzicker will preside at morning session.) Theme: "Re-Examining the Collegiate Business Education Program in Terms of Our Objectives—With Special Reference to Commercial Teacher Training." Speakers: Ann Brewington, Harold H. Green, O. R. Wessels, Van A. Buboltz, J. Frances Henderson, Frances R. Botsford, Arnold Schneider.

**ADMINISTRATORS' ROUND TABLE.** Chairman, Dr. James M. Thompson. Speakers: Eugene H. Hughes, Dr. J. Marshall Hanna, Dr. McKee Fisk, Elvin S. Eyster, John N. Given. Discussion leader: Earl S. Dickerson.

**OFFICE MACHINES ROUND TABLE.** Chairman, George M. Hittler. Speakers: Julius M. Robinson, Mrs. Frances A. Wheeler, Bernice Hartmann, Josephine Wiggins, Harry B. Bauernfeind. Panel discussion: Ernest A. Zelliott, Agnes Meehan, Thomas Redfield, R. S. Barnes, Alma Koland, also speakers of the day and round-table officers.

**BOOKKEEPING AND ACCOUNTING ROUND TABLE.** Chairman, Lyle O. Willhite. Morning-session speakers: Dr. Paul S. Lomax, Fayette H. Elwell. Afternoon-session theme: "Evaluating the Objectives of Bookkeeping." Panel discussion: Earl Clevenger, leader; O. J. Dickey, R. J. Hosler, Leslie J. Whale, Howard W. Wheland.

**SOCIAL-ECONOMIC ROUND TABLE.** Chairman, Paul W. Cutshall. Speakers: Robert N. Smiley, Elvin S. Eyster, Clyde R. Spitzner. Discussion topic: "Some Observations About Social-Business Education." Leader, John N. Given.

**PRIVATE SCHOOL INSTRUCTORS' ROUND TABLE.** Chairman, William R. Kiddoo. Speakers: George F. Rowman, Goldena M. Fisher, A. J. Lawrence, J. Evan Armstrong, Mrs. Mildred Elam.

**SECRETARIAL ROUND TABLE.** Chairman, S. J. Wanous. Speakers: Harold H. Green, Hollis P. Guy, Dorothy C. Finkelhor, Marion P. Morris, Eleanor Skimin.

*Evening:* Banquet; address by the Honorable T. V. Smith, Congressman-at-large from Illinois.





B. F. WILLIAMS  
President



J. E. ARMSTRONG  
First Vice-President



ERNEST ZELLIOTT  
Second Vice-President



J. MURRAY HILL  
Secretary



KARL MAUKERT  
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Public Schools



W. M. WOOTTON  
Private Schools



SAM WANOUS  
Secretarial



JAMES M. THOMPSON  
Administrators



LLOYD V. DOUGLAS  
College



LYLE O. WILLHITE  
Bookkeeping



P. W. CUTSHALL  
Social-Economic



GEORGE HITTLER  
Office Machines



W. R. KIDDOO  
Private School Instructors



DR. MCKEE FISK  
Yearbook Editor



ELEANOR SKIMIN  
Digest Editor

## A.B.W.A. Will Meet in New York

THE AMERICAN BUSINESS WRITING Association will hold its third annual convention at the Hotel Biltmore, New York



W. P. BOYD  
President

City, December 30 and 31. Alta Gwinn Saunders, of the University of Illinois, mid-western vice-president, is general chairman. N. W. Barnes, of Columbia University, eastern vice-president, is in charge of local arrangements.

At the opening session, the convention will be addressed by Mr. Barnes; W. P. Boyd, of the University of Texas, president; C. R. Anderson, of the University of Illinois, secretary; and H. B. Young, of Pennsylvania State College, in charge of exhibits.

The chairmen of the nine standing committees of the A.B.W.A. will give their reports later in the morning.

President Boyd will be the luncheon speaker.

In the afternoon, addresses by C. Chandler Parkhurst, of Boston University, and George Burton Hotchkiss, of New York University, will be followed by a visit to the Direct Mail Center, office of the magazine, *The Reporter of Direct Mail Advertising*, and to the offices and library of the Direct Mail Advertising Association.

A clinic on typical student letters will be held on Tuesday morning with Peter T. Ward, of Columbia University, as chairman. Paul T. Cherington, of McKinsey and Company, will lead a panel discussion on report writing.

After luncheon, L. Rohe Walter, president of the Direct Mail Advertising Association, will speak on "Direct Mail in a Changing World."

Your school can have a chapter of the Order of Business Efficiency. See pages 330-335 for complete information.

## Pittsburgh Installs Delta Pi Epsilon Chapter

GAMMA CHAPTER of Delta Pi Epsilon, national honorary fraternity, was installed at the University of Pittsburgh on August 9, with Dr. McKee Fisk in charge of installation services. Dr. Fisk, who is head of the department of commerce at the Woman's College of the University of North Carolina, is national president of Delta Pi Epsilon. He was assisted in the ceremonies by Harold Neece, of Oklahoma City; Miss Nina Clover, of the University of Pittsburgh; and Hal Holt, of Northeast High School, Oklahoma City.

Professor D. D. Lessenberry, director of courses in commercial education, University of Pittsburgh, delivered the address of welcome.

The following chapter officers were elected:

**President:** Harley F. Sheaffer, head of the commercial department, Lincoln High School, Cleveland.

**Vice-President:** William E. Miller, High School, Corry, Pennsylvania.

**Corresponding Secretary:** Pearl Markus, John Hay High School, Cleveland, Ohio.

**Recording Secretary:** Russell N. Cansler, Westminster College, New Wilmington, Pennsylvania.

**Historian:** Frances Clark, High School, Rittman, Ohio.

**Treasurer:** Zita Bellamy, Washington County High School, Chipley, Florida.

**Representative:** John M. Patterson, High School, Emporium, Pennsylvania.

JOHN J. GRESS, who has been an instructor in secretarial science in the Division of Commerce at Hofstra College, Hempstead, New York, has been promoted to an assistant professorship in business administration at that institution.



JOHN J. GRESS

Mr. Gress holds degrees from State Teachers College, Bloomsburg, Pennsylvania, and New York University. He was formerly director of the department of commerce of Bloomsburg (Pennsylvania) High School. He has had business experience as a private secretary, public stenographer, and legal stenographer. He is a member of Pi Omega Pi, Phi Sigma Pi, and Kappa Delta Pi.

He has contributed to professional journals and tied for third prize in a B.E.W. essay contest for teachers.

# My Speed-Building Experiences

At the 1940 Summer Session of Gregg College

CLYDE INSLEY BLANCHARD

AS I said in last month's article, my second and all-important step after classifying the teachers according to their writing speed was to release, one at a time, the brakes that were holding back their speed.

Our experiences during the six weeks convinced all of us that one of the major reasons why shorthand teachers don't write faster is that they are continually placing on the blackboard outlines that are as nearly perfect in execution as they can make them. They are also writing these outlines large, so that they can be read easily by students in the back of the room. In addition, many teachers are spelling out words slowly, analyzing shorthand outlines according to the theory principles involved, and correcting errors made by their students.

All these activities, which occur almost daily, have no element of speed in them.

When taking dictation, the teacher finds it most difficult to change from this "teacher" objective to the "stenographic" objective, which is to write a readable outline for every word dictated, even though the outline, written under pressure of speed, may not be perfect according to the shorthand-dictionary standard.

It is not the perfection of the outline that is responsible for the slowing up of the teacher's hand. As a matter of fact, it is hard to write a beautiful shorthand outline slowly. The sureness and the speed with which an outline is written give it the fluency and quality of line essential to beauty.

One beneficial effect of the ability of the teacher of beginning shorthand to take dictation at a speed of at least 120 words a minute is the improvement of the fluency of the illustrations placed on the board and the corrections made in the students' notebooks.

At the end of the course, each teacher who entered with a speed of 80 words a minute or less was asked to state what he considered were the reasons why he wasn't writing faster when he entered. A summary of the reasons given follows. The reasons are listed in the order of their frequency.

1. Lack of dictation. Several teachers reported that they had never been in a dictation class before. Others stated that they had not used shorthand for five to ten years since learning it.

2. Analyzing outlines for new words according to theory principles before writing them, resulting in hesitation and lack of confidence when taking dictation.

3. Nervousness and self-consciousness—striving too hard, thereby causing almost a paralysis of writing muscles for the moment.

4. Inability to throw off habits acquired in checking bookkeeping papers, lettering, and other activities requiring great care and perfection.

5. Insufficient knowledge of shorthand-theory principles.

## *The Speed-Building Program*

The complete speed-building program of the teachers during the six weeks included, in addition to daily dictation periods of 45 minutes, a combination theory-review and shorthand-penmanship period.

All teachers writing 60 words a minute or less were advised to take an additional slow-dictation class with the regular students in the College. During the last week of the course, early-morning coaching classes were conducted for those who were having a difficult time to attain the minimum increase of 20 words a minute, which we arbitrarily set at the beginning of the course as the goal to be attained.

When interpreting the results obtained in this six-week session, therefore, it must be borne in mind that the teachers devoted at least two clock hours daily to this subject, not including the transcription of all official tests, which were given at least weekly.

The records made by the teachers are even better than they look on paper, because those records were made during the heat of the summer months of July and August, and in spite of the fatigue resulting from carrying a heavy program for the school year just closed.

The records made under these handicaps will convince anyone that shorthand teachers as a whole could acquire and maintain a writing speed of 120 words a minute with very little practice. Many teachers, of course, have achieved this speed and better.

### ***Building Speed by the Pyramid Method***

The method used in trying to build the teachers' speed as high as possible in six weeks had to be flexible and almost custom-made in some respects. Each day's training depended a great deal upon what had been accomplished during the preceding days. Nevertheless, as a part of my speed-building program I made constant use of a method that I have found works successfully in my high-speed classes at Hunter College. I call this method the "Pyramid Method." If you will consult the accompanying illustration as I describe this method, I think it will be clearly understood.

Let us assume that the class has reached a speed level of 60 words a minute for 5 minutes on new matter, and that we wish to increase that speed to 80 words a minute.

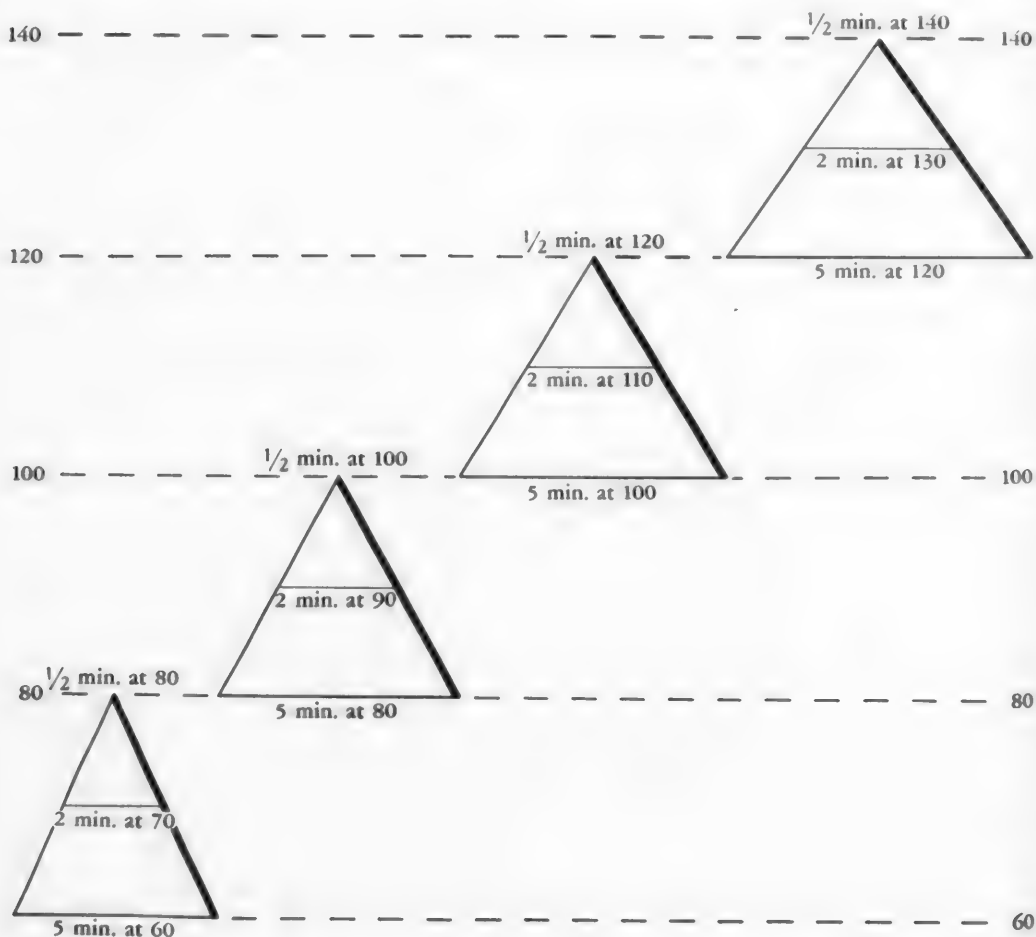


ILLUSTRATION OF THE PYRAMID METHOD OF BUILDING SHORTHAND SPEED  
Developed by Clyde I. Blanchard

I have proved, at least to my own satisfaction, that a student can write new matter for at least a half-minute at a speed 20 words a minute faster than he can for 5 minutes; also, that he can write new matter for 2 minutes at a speed of at least 10 words faster than he can for 5 minutes.

If I were to place the 300 words in a five-minute, 60-word take in a container the shape of a pyramid and place the base on a line representing the 60-word level, as shown in the accompanying illustration, the peak of the pyramid would touch the 80-word line.

### *The First Step*

My first step in increasing the students' speed to 80 words a minute for 5 minutes is to get them writing for a half-minute at 100 words a minute. You will note in the illustration that the peak of the 80-word pyramid touches the 100-word line. That pyramid contains 400 words (5 minutes at 80). It is larger than the 60-word pyramid, because it contains 100 more words.

The pyramid method, therefore, in addition to increasing the students' speed, enlarges their vocabulary.

Now let us consider the steps in this pyramid plan a little further. A preview of the first half-minute take is placed on the board and practiced by the students prior to the take. The take is then dictated at 120 words a minute for one-half minute. This same procedure is followed for the second, third, and fourth half-minutes, totaling 2 minutes in all without any reading back of notes.

The material practiced thus far is then dictated in 2 minutes at approximately 110 words a minute and the first minute of the take is read back.

The same procedure is followed for the remaining 3 minutes of the take. Then the entire 5-minute take is dictated at 100 words a minute, and the second half of the take is read back.

At least two 5-minute takes can be completed in this manner in an average period. Please note that all the matter used in this way is rather heavily previewed. The previews I use average from 10 to 15 per cent of the total material; in other words, if I

were using a 400-word take, I would place on the board from 40 to 50 outlines of words and phrases as a preview.

At no time during the entire six weeks did I examine a single shorthand outline written by the teachers. I told them at the beginning of the course that I would not do so, because I felt certain that they already knew all the shorthand that they needed to know in order to write at least 120 words a minute, and I didn't want any of them to be embarrassed or to feel that their grades depended upon any marks given by me based upon the examination of their notes.

As I have already said, my plan was in many ways custom-built; and I had what you might call a "hunch" that, if the teachers could be convinced that for at least six weeks they could forget all about grades and critical analysis of outlines and just enjoy writing from dictation whatever outlines first occurred to them, the results desired would be attained. The results attained bore out my "hunch."

Although the teachers worked hard, they enjoyed the course. As one of the teachers expressed her experiences at the end of the course, "I've got exactly what I wanted out of it. The records don't show how much I actually have gained, but when I entered I could scarcely write 80 and now I feel that it wouldn't take very long to work up to 120." And, it won't! A speed of 120 words a minute is easily attainable by any shorthand teacher.

*(To be continued)*

### *Shorthand Teachers*

A new and helpful arrangement of the Horn list of the 10,000 most-frequently used words will appear in the B.E.W. serially, beginning with the January issue.

This arrangement will contain all the useful *business words* in the list, classified according to the paragraphs of the *Gregg Shorthand Manual*. The complete Horn list contains many words of no business value.

This new classified list will appear serially in the BUSINESS EDUCATION WORLD and will omit all nonbusiness words.



# Teaching Shorthand to Boys

BENJAMIN FROMBERG

*Chairman, Secretarial Studies Department, James Monroe High School, New York City*

**S**HORTHAND classes for boys only, taught by men only, in co-educational high schools, are the newest item to meet the demand for male stenographers and secretaries.

The James Monroe High School, New York City, is a mixed school. What is true all over the country with regard to the sex factor in choosing stenography is true here. Most of our shorthand students are girls. Two or three boys in a class of girls are so conspicuous that, as a rule, they are ill at ease.

Different articles that have appeared from time to time in Gregg publications, stressing the value of shorthand for boys, and finally a small circular reproducing part of a story that had appeared in *Harper's Magazine*, set us to thinking about a shorthand-for-boys plan.

We wrote to the Gregg Publishing Company, asking that they supply us with as many copies of that circular as they could. As usual, the response was prompt. To each section officer of a home room, copies of the circular and two other pertinent pamphlets were sent, along with a mimeographed letter urging the teacher to place this circular and pamphlets in the hands of the boys of that section and to make it possible for the boys to circulate the material among themselves so that each would have a chance to peruse all three.

On two different occasions, part of a column in the school publication, *The Monroe Mirror*, was devoted to an article on the demand for male stenographers and the part shorthand had played in the lives of many successful businessmen. The following is an excerpt from one of the articles published:

## WOULD YOU LIKE A MALE STENO. CLASS?

There is a shortage of male stenographers in business. A recent Civil Service examination was

open to male stenographers only. The best-paid shorthand writers—court reporters—are men almost exclusively. The highest stenographic awards from national contests are held by men. What is to prevent your becoming another world's champion shorthand writer like Martin J. Dupraw or Charles L. Swem?

Many executives have reached the heights by starting as stenographers. Shorthand has long been the medium through which young men may start in business and reach the top.

If you would like to join an all-boys stenography class next term, see Mr. Fromberg in Room 365 or your Grade Adviser. Any student beyond the third term is eligible.

A radio talk by the chairman of the department to the students over our school broadcasting system during a section period concluded the publicity campaign for a boys' class in Gregg Shorthand at James Monroe High School. The subject of the talk was "Are There Opportunities for Young Men in Shorthand?"

The rest of the work was easy. With the co-operation of the section officers, who saw to it that the boys who wanted to be in the special class designated their choice on the primary program card, and the program committee, which saw to it that these boys were not placed in mixed classes, the job was complete.

Now there is an enthusiastic, active all-boys class in shorthand in the secretarial department. Whether the experiment will show decided benefits we cannot, as yet, tell. For the time being, the spirit of competition that emanates from setting up a class of boys in the same subject against a class of girls, the loss of embarrassment on the part of some boys who often formerly found themselves alone in a class of girls, and the novelty of the plan may have a very salutary and far-reaching effect.

[EDITOR'S NOTE: Mr. Fromberg will give us a statement regarding the achievement of this all-boys' class in the June issue of the BUSINESS EDUCATION WORLD.]

# I Didn't Know!

LEE  
BENHAM  
BLANCHARD



A private secretary jots down  
some important facts that he  
has learned while on the job.

I DIDN'T KNOW that a collection of anecdotes would be of use to the chief.

He is an excellent speaker and is called on many, many times during the year to address thousands of people all over the country, so new anecdotes and new ways of saying things are all very helpful when another speech comes up on the calendar. I arrange my collection this way:

I keep three loose-leaf leather binders in the office: one for anecdotes; one for introductions already used; and one for *all* the speeches the chief has made in the current year. His other speeches are filed away conveniently, to be glanced through each time he wants to look up a subject that will interest a particular group.

The chief places a high premium on these binders. He never fails to take them with him on trips for hasty reference, and he refers to them whenever he is invited to speak.

I DIDN'T KNOW that addresses by cities could be made a valuable supplement to the chief's regular address book.

It occurred to me to go through his address book and classify all the names by cities. Now I include this book with his necessary equipment when he goes out of town.

For example, if he is planning to go to Cincinnati, Chicago, and Milwaukee, I put in the loose-leaf book only the addresses and

names of persons he knows in those three cities.

This saves him a lot of time, particularly if he is a bit hazy about the names of some important people he met a few years ago but hasn't seen since then.

I DIDN'T KNOW how true were the words of Herbert Kaufman<sup>1</sup> when he said, "Failures and mediocrities always catch the 5:45. Mrs. Nobody's husband is never late for dinner."

My job is to be on call and ready for any emergency every minute of the time my chief devotes to business—and, more times than not, even while he is engaged in personal affairs outside the office. This, of course, necessitates my forgetting all about the nine-to-five routine, and I never pester him about broken dinner engagements, a hoped-for week end in the country, or a game at Colgate on Saturday afternoon.

A beginner might say that the sacrifices are too great, but I say that to stagnate in a never-changing routine is worse than not having a job at all.

I DIDN'T KNOW that "briefing" mail saves many hours for the chief after his return from a vacation or a long business trip.

I'd say to a beginner: "Try typing a sheet like this: date of letter to the left; name of sender in next column; and meat of letter in next column; putting other facts (that an answer is requested or that some policy is to be settled) in red or underlining them. Keep one sheet for digests of correspondence and another for publicity, news clippings, magazine articles, etc., and watch the chief's face light up as a signal for a raise with your name on it!" (There's no harm in *watching*, at any rate.)

<sup>1</sup> Herbert Kaufman, editor and author, Washington, D. C. Former business manager of the *Washington Times*.

## Co-operative Secretarial Training

A series on Co-operative Secretarial Training, by William E. Haines, begins on page 295 of this issue.

# Wondering AND Wondering



WITH

LOUIS A. LESLIE



THE Supreme Court of the State of New York has just rendered a thirteen-page decision on a matter that teachers of transcription settle every day in less than thirteen seconds. The difficulty is that in this case the jobs of seventeen people hung on the decision.

In every transcription class, we get, a dozen times a month, such questions as the one that came before the court:

Should a question mark or a period follow the sentence, "May I help you with your problem of reorganization of personnel"?

The court decided that the question mark is correct. As a result, seventeen civil-service candidates for clerical jobs, who were listed as having failed in their examination when they put the question mark after the sentence, are now rerated by the court to a passing grade.

The court consulted forty-six authorities, including publishers (are we proud!), editors, university professors, and librarians. Every one of them took a stand for the question mark, although three professors conceded that the period was also admissible.

We hope that the teacher of transcription will never be so unfortunate as to have his punctuation rulings referred to the Supreme Court and decided in a weighty opinion, and we hope still more fervently that no transcription teacher would ever let one mark of punctuation make the difference between a failing and a passing grade.

CARTS and horses, norses and carts. How important it is that we get them in the right order if we want to get the most efficient use of the animal and the vehicle!

Equally important to the military man is the distinction between strategy and tactics. Many a good army has gone down to defeat because the commanding general didn't clearly understand this vital distinction.

Equally important to the teacher is the distinction between methods and devices. Methods are the strategy of the teacher—devices are the tactics that make possible the successful carrying out of the method.

Good strategy (or a good teaching method) will survive occasional errors in tactics (or some misuse of the teaching devices), but the success of the best military strategy or the best teaching method is no greater than the sum of the success of the tactics or devices used by the officers in the field or the teachers in the classroom. The acceptance of a teaching method while rejecting some of the devices required to put that teaching method successfully into effect is on a par with the notorious historical instances in which various countries in times gone by accepted a commander's strategic concept but sent with him into the field civilian commissioners who vetoed any tactical step required for the success of the military strategy already accepted.

For instance? If you accept Harold Smith's method of teaching typewriting, which calls for the development of skill first with no attempt at application until there is some skill to apply, don't try to do letter setups and tabulation until the pupils are ready for them. If you accept his method, calling for the development of speed and accuracy together, with equal emphasis on each, don't "backslide" now and then by imposing the false accuracy standards formerly required—accuracy standards that served only to inhibit speed development without really bringing us the accuracy so ardently desired.

Let us be sure that our tactics will help to attain the objectives of our strategy—that our classroom teaching devices *work with* rather than *clash with* the methods we use in teaching.

IN this department in September, we discussed the fighting questions of culture versus technical training for the teacher, and of knowledge of subject matter versus training in methods for the teacher.

Now listen to what Dr. Nicholas Murray Butler, president of Columbia University, has to say on the same subject:

The notion that one who is master of a subject is thereby of necessity a good teacher of that subject is only less misleading and mischievous than the notion that a subject may be adequately and properly taught by one who has elaborate knowledge of the technique and machinery of teaching, but whose hold on the subject matter to be taught is very shaky indeed.

WE have all come to pretty general agreement that shorthand and type-writing are more effectively taught by demonstration than by conversation—that we should show the pupil the right way rather than tell him about it.

Many years of labor in the field of teaching methods have finally persuaded me that methods of teaching may be more effectively taught by demonstration than by conversation—especially when the methods class is composed of teachers in training who have had little or no teaching experience.

The experienced classroom teacher may benefit from lectures on methods because he has the background required for the interpretation of the lecturer's explanations. The teacher in training needs to see the teaching methods demonstrated.

If possible, these methods should be demonstrated in a real situation—real learners should be taught the subject in question. If this is not possible, the next best thing is to have an artificial demonstration in which a group pretends to be a group of real learners. This will give the teacher in training a chance to get the timing and emphases of the work as no explanations ever could.

Undoubtedly a good deal of explaining and lecturing will be necessary as a matter of economy of time, but the lecturing should be done after, or perhaps even before and after, the demonstration teaching. The instructor could profitably explain what he is going to do with the demonstration class, then do it, then again explain what he did.

This is the perfect arrangement for the teaching of methods. How many of us have had the opportunity to give our teachers in training this opportunity to become good teachers? I should be interested in hearing from those teacher-trainers who do have this setup. Perhaps if those of you who are so fortunate would write me and let me print your letters, this might encourage other teacher-training institutions to give their teachers in training the same opportunities.

ONE of those half-truths that hurt: "If you write a paper and quote without credit from one book, that is plagiarism; if you quote from ten books, that would be research."

A WORD is not a crystal, transparent and unchanging," said Justice Holmes in one of his decisions. "It is the skin of a living thought, that may vary greatly in color and content, according to the circumstances and times in which it is used."

AT the Summer Session of Gregg College, Dr. Gregg quoted from a book by Professor Campagna of Liverpool:

A teacher, then, is a host who has invited the coming of his pupils, and their coming ought to be a pleasure and an honor to him. Not every teacher conveys this impression to his pupils; but not every teacher is a good teacher, and no teacher can be a good teacher unless he is truly a host to his pupils and shares with them what he has provided to celebrate their coming. I think there is no exception to this rule.

So many teachers asked for a copy of this quotation that I am taking this opportunity to make it available to all the readers of the B.E.W. If any of you have similarly brief and good descriptions of the good teacher, please send them to me so that I may pass them along.

#### **Prizes for Bookkeeping Teachers!**

How do you teach the first lesson in bookkeeping?

No matter what approach you prefer, you may win \$10 or a smaller cash prize for your plan for the first lesson in bookkeeping. See page 305.



# Achievement Tests in American Business Law

R. ROBERT ROSENBERG, Ed.D., C.P.A.

## 3. The Law of Negotiable Instruments, Guaranty and Suretyship, and Insurance

THE following examination, on the Law of Negotiable Instruments, Guaranty and Suretyship, and Insurance, is the third in a series of four. The first, on the Law of Contracts, appeared in the BUSINESS EDUCATION WORLD for October, 1940; the second, on the Law of Sales of Personal Property and Bailments and Carriers, in the November issue; and the fourth, on the Law of Agency, Partnerships, Corporations, Real Estate, and Social Legislation, will be published in January, 1941.

Each examination consists of two parts, each requiring 20 minutes: a true-false test of sixty statements, and a matching test containing twenty expressions. The correct answer is shown in parentheses after each statement and expression.

If desired, each part of the examination may be divided, making four 10-minute tests. The matching test is constructed so that the first fifteen words or phrases in Column I and the first ten expressions in Column II may be used as a 10-minute test, and the remainder as a second 10-minute test. The true-false test may be similarly divided into two tests, each containing thirty statements and requiring 10 minutes.

Permission is granted to teachers to duplicate these tests for free distribution to their students.

### 3. The Law of Negotiable Instruments, Guaranty and Suretyship, and Insurance TRUE-FALSE TEST

*Average Time, 20 Minutes*

The truth or falsity of each of the following statements depends on the italicized words in the statement. If the statement is true, write *T* in an answer column at

the extreme right; if false, write *F* and, in parentheses, write the word or phrase that will make the statement correct. (The answer column is omitted here to save space, and the answer follows directly after the statement.)

1. A *check* is an instrument of credit. . . (T)
2. Any commercial paper that may be transferred from one person to another by indorsement and delivery or by delivery only is known as a *negotiable instrument*. . . (T)
3. A bill of exchange *is not* a negotiable instrument. . . (F—is)
4. A written order signed by one person and instructing another to pay a certain sum of money to the order of a third person, or to bearer, is known as a *bill of exchange*. . . (T)
5. In case of a suit on a negotiable instrument, the person seeking to enforce payment of the paper *must prove a consideration*. . . (F—need not prove)
6. *Actual delivery* of negotiable paper is absolutely essential between immediate parties in order to transfer title. . . (T)
7. In the transfer of a negotiable instrument, the transferee *can never* get a better right to it than the transferor had. . . (F—can sometimes)
8. A negotiable instrument *is not* enforceable if it is written in pencil. . . (F—is)
9. A note to which an assumed name has been signed *is not* valid. . . (F—is)
10. An I.O.U. *is not* a promise to pay. . . (T)
11. A note that is payable either in money or in commodities at the election of the holder *is negotiable*. . . (T)
12. If the amount written in figures differs from the amount written in words on a note, the amount expressed *in figures* controls. . . (F—in words)
13. If no time of payment is expressed on a note, the instrument is considered as payable *on demand*. . . (T)
14. A note that is payable to an imaginary person, known to the maker to be fictitious, *is not* valid. . . (F—is)
15. If the words "for value received," or equivalent words indicating consideration, are



omitted from a note, draft, or other business paper, the instrument *is not* negotiable. . . (F—is)

16. A check that is not made out on the printed check form supplied by the bank *will not* be honored when presented at the bank for payment. . . (F—will)

17. A bank becomes *absolutely liable* for the payment of a check that it certifies. . . (T)

18. A note issued and signed by a single person, reading, "I promise to pay," is considered a *several note*. . . (T)

19. When a person places his name on a note after the name of the maker as a favor to him, in order to add to the security of the loan, the instrument is called a *judgment note*. . . (F—an accommodation note)

20. A coupon bond is payable to *bearer*. . . (T)

21. Bonds secured by a lien on specified property are known as *debenture bonds*. . . (F—mortgage bonds)

22. The *legal rate* of interest governs in a contract or other business paper payable "with interest," if the rate is not stipulated. . . (T)

23. A draft, drawn in Illinois and payable in Indiana, is considered a *foreign bill of exchange*. . . (T)

24. An indorsement with a rubber stamp *is not* effective. . . (F—is)

25. An instrument that is transferred or negotiated by delivery only *is indorsed in blank*. . . (F—is not indorsed)

26. A note on which a restrictive indorsement has been placed *is not* negotiable. . . (T)

27. Although a qualified indorsement transfers title to a negotiable instrument, *it has the legal effect* of relieving the indorser from liability for payment of the instrument in case the maker fails. . . (T)

28. The holder of a negotiable instrument *can force* the indorser to pay if the maker's or acceptor's signature is forged. . . (T)

29. If the date on which a note or other business paper is due falls on a Saturday, the instrument is payable on the *next succeeding business day*. . . (T)

30. Presentment and demand for payment of a negotiable instrument are necessary only to *fix the liability* of the indorsers in the instrument. . . (T)

31. An agreement whereby a third party binds himself, as an original promisor, together with the principal debtor, for the payment of a debt or the performance of a duty to the creditor is a *contract of guaranty*. . . (F—suretyship)

32. A guarantor becomes liable on his contract only when the principal debtor is *in default*. . . (T)

33. If a surety is compelled to pay a debt, *he may look* to the principal debtor for reimbursement. . . (T)

34. A guaranty *need not* be in writing if it is strictly one of indemnity. . . (T)

35. *No special form or words* in a note or other writing are necessary in order that a valid contract of guaranty may result. . . (T)

36. *Anyone may accept* a special guaranty and hold the guarantor liable on it. . . (F—may not accept)

37. A guaranty that is directed to a certain person or firm is a *limited guaranty*. . . (F—special guaranty)

38. A compromise on a debt between the debtor and the creditor releases the guarantor to the *extent of the compromise*. . . (T)

39. The bankruptcy of the principal debtor, which results in an involuntary release, *does not* discharge the guarantor. . . (T)

40. A contract that is unenforceable because of failure of consideration *does not affect* the liability of the guarantor. (F—does affect)

41. Insurance has for its purpose the *reimbursement of the insured* for loss resulting from the happening of a certain event. . . (T)

42. Insurance contracts *must* be in writing. . . (F—need not be)

43. The protection of insurance *follows* insured personal property to whatever location it might be moved. . . (F—does not follow)

44. A person *is insured* when the insurance company accepts his application for insurance. . . (T)

45. The agreement or promise by an agent to change or modify the written contract of insurance *binds* the company represented by the agent. . . (F—does not bind)

46. A contract of insurance in which the amount recoverable is determined by the amount of the loss is referred to as a *valued policy*. . . (F—an open policy)

47. Fire insurance policies *are usually* open policies. . . (T)

48. An accident insurance policy *insures an employer* against losses that he is compelled to pay to employees for injuries sustained in the course of employment. . . (F—does not insure)

49. *Fidelity insurance* protects the insured against loss through fraud or dishonesty of agents or employees. . . (T)

50. A contract of insurance *is valid and enforceable only if* the insured might suffer financial loss or liability through the damage, destruction, or loss of the given subject matter. . . (T)

51. The insurable interest in the case of life insurance *must exist* at the time of the loss. . . (F—need not exist)

52. Representations *are not usually made* a part of the contract of insurance. . . (T)

53. If a warranty is not literally true, the *insurer may avoid* the policy. . . (T)

54. A fire insurance policy *covers losses* caused by the deliberate destruction of property in an attempt to prevent the spread of fire. . . (T)

55. A fire insurance policy on which the premium has not been paid *is not effective even*

though it has been delivered to the insured. . . . (F—is effective if)

56. The 80 per cent clause in a policy means that 80 per cent of the value of the property is the maximum amount collectible. . . . (F—does not mean that)

57. A fire resulting from the negligence of the insured will not void the policy. . . . (T)

58. If the insured cancels, before expiration, a fire-insurance policy on which the premium has

been paid for a year, the company retains only the proportion of the annual premium that the expired time bears to entire time. . . . (F—allowed under the standard short-rate scale)

59. A life-insurance policy remains valid and enforceable even if the party who took out the insurance loses his insurable interest. . . . (T)

60. A life-insurance policy in which the insured has misstated his age is null and void. . . . (F—is not)

## MATCHING TEST

*Average Time, 20 Minutes*

ON a sheet of paper, write the numbers of the expressions in Column II. Choose the word or phrase in Column I that is most closely related to each expression. Then write, after each number from Column II, the corresponding number of the correct word or phrase in Column I. The number of the correct answer is shown here in parentheses after each statement.

### COLUMN I

1. Special indorsement
2. Certification
3. Domestic bill
4. Dishonor
5. Trade acceptance
6. Cashier's check
7. Qualified indorsement
8. Bank draft
9. Foreign bill
10. Restrictive indorsement
11. Protest
12. Negotiable instrument
13. Counter check
14. Bond
15. Irregular indorsement
16. Indemnity
17. Open policy
18. Guaranty insurance
19. Liability insurance
20. Subrogation
21. Representations
22. Guarantor
23. Contribution
24. Valued policy
25. Principal
26. Warranties
27. Surety
28. Property insurance
29. Participating
30. Fidelity insurance

### COLUMN II

1. An instrument drawn and payable in different states. . . . (9)
2. A check drawn on a bank by one of its officers. . . . (6)
3. A bill of exchange drawn by one bank upon another bank. . . . (8)
4. An indorsement that prohibits further negotiation of an instrument. . . . (10)
5. An indorsement that relieves the indorser from liability. . . . (7)
6. An indorsement made on a negotiable instrument before it is delivered to the payee. . . . (15)
7. A bill of exchange that shows why the drawee or acceptor is obligated. . . . (5)
8. Declaration by a notary public in writing that an instrument has been dishonored. . . . (11)
9. The promise of a bank to pay a check drawn on it. . . . (2)
10. A promissory note issued by a corporation or government. . . . (14)
11. A person who promises to pay the damage suffered by a creditor if the principal debtor defaults on an instrument. . . . (22)
12. The right of a guarantor or surety to be substituted for the creditor after paying an instrument. . . . (20)
13. The right of a guarantor or surety to pay a debt, and then collect from the principal. . . . (16)
14. A person who is directly liable on an instrument if the principal debtor does not pay it. . . . (27)
15. A policy that requires the insurer to pay the actual loss. . . . (17)
16. Statements made to induce the insurer to enter into a contract of insurance. . . . (21)
17. A policy that insures against loss caused by fraud. . . . (30)
18. The purpose of insurance. . . . (16)
19. A policy that protects the insured from liability for injuries to another. . . . (19)
20. A life-insurance policy that pays dividends. . . . (29)

**HARRIET P. BANKER**  
EDITOR



I have but one lamp  
by which my feet are  
guided, and that is the  
lamp of experience.  
—Patrick Henry.

—Patrick Henry.

THE first of several tested bookkeeping devices sent in to us by V. E. Breidenbaugh, of Indiana State Teachers College, Terre Haute, Indiana, appeared in this department last month. The others are published here this month, and each device is accompanied by an illustration to show the practical working out of the plan. The series is completed in this issue so that teachers may put the devices to immediate use if they wish to do so.

### Classification of Accounts

**ILLUSTRATION 1** shows what can be done with the classification of accounts. The accounts at the left illustrate the six divisions of classification. Some authors use only five divisions of classification.

The placing of a check mark under the vertical headings to the right of the account titles indicates the classification.

For scoring purposes, a similar sheet with holes cut where the checks are supposed to be will speed things up.

### *An Individual Progress Chart*

THE progress chart shown in Illustration II is designed to keep before the student at all times a record of his work.

The instructor determines the number of exercises to be worked in the course. Then a form similar to the one illustrated is made and the numbers of all the exercises are entered thereon. After a student has worked out an exercise and it has been checked, the space given to that exercise (number) is colored to indicate its completion.

When the semester's work is completed, the result will be a large colored square. Should any exercises be omitted, the space will remain white.

This chart serves as a constant reminder to the student of the progress he is making in his work.

CLASSIFICATION		Classification
OF ACCOUNTS		
Account		
Cash	■	Assets
Accounts Receivable	■	Minus Assets
Notes Payable		Liabilities
J. R. Jones, Prop.		Proprietorship
Rent Expense		Minus Proprietorship
Purchases		Income
Sales		Minus Income
		Cost of Goods Sold
		Minus Cost of Goods Sold
		Expenses
		Nonoperating Income
		Nonoperating Expense

### ILLUSTRATION I—CLASSIFICATION OF ACCOUNTS

EXAMINATION									
67	40	41	44	46					
	38	18	19	23				48	
		17	4	5				24	
		14	3	TEST	7			25	49
	35							28	51
62	34	13	10	8				29	52
			30						
60	58	56	54						

### ILLUSTRATION II—A PROGRESS CHART

Account Title	Trial Balance		Adjustments		Balance Sheet		Profit & Loss Stat.	
	Debit	Credit	Debit	Credit	Assets	Liab. and Prop.	Expense Cost	Income
Cash	●	□	□	□	●	□	□	○
Notes Payable	○	●	○	○	□	●	□	○
Proprietorship	○	●	○	○	□	●	□	○
Expense	●	□	□	□	□	○	●	○
Income (Sales)	○	●	○	○	□	○	○	●
Purchases	●	○	○	●	○	□	●	○
Inventory	○	□	●	○	●	○	○	○
Net Profit					□	●	●	○
	XXXX	XXXX	XXX	XXX	XXXX	XXXX	XXXX	XXXX

ILLUSTRATION III—A WORK SHEET

### Work Sheet With Colored Pegs

FOR those who teach the Work Sheet, the device shown in Illustration III will add much to student interest.

A small piece of beaverboard or plywood, about 18 inches long and 10 inches wide, is painted white. Then the account titles are written in.

In each column of the work sheet, small holes are made to the right of the account title. Colored pegs are used to indicate the debit and credit positions. Extra pegs indicate the extensions. The dark spots in the illustration indicate the position of the pegs.

A larger board may be used for classroom demonstration and smaller boards by the individual students. Some students have used the lids of cigar boxes and colored thumb tacks in learning the work sheet.

### A Chart of the Bookkeeping Cycle

USING the accompanying illustration of posting (Illustration IV) as a basis, the bookkeeping instructor can readily chart

for his class the entire bookkeeping cycle.

First, journalize transactions covering assets, liabilities, proprietorship, costs, income, and expense; and then draw lines to illustrate the posting to the Ledger.

From the Ledger draw lines to the Trial Balance.

From the Trial Balance draw lines to the Work Sheet.

From the Work Sheet draw lines from the Balance-Sheet accounts to the Balance-Sheet accounts in report form or account form. From the Work Sheet draw lines from the Profit and Loss accounts in report form or account form.

Then draw lines from the Profit and Loss statement to the Journal where the closing entries are made. From the Journal draw lines to the Ledger accounts where, finally, the accounts are ruled and balanced and the profit or loss is transferred to the Proprietorship account.

This device gives in picture form the route the various accounts take.

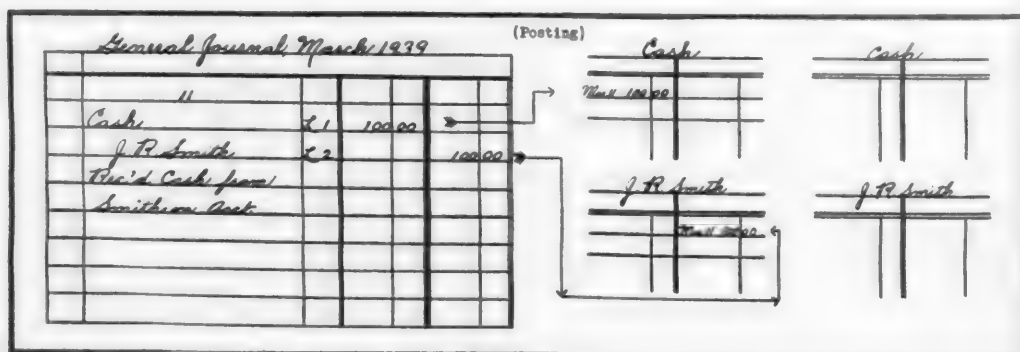


ILLUSTRATION IV—A CHART OF THE BOOKKEEPING CYCLE

# Why and How to Write a Script

## Part I

DOROTHY M. JOHNSON

RECENTLY I promised to tell you something about my own experiences in writing and timing radio scripts for business education. But before explaining by example what a pariah you may become if someone discovers you reading your script aloud to a stopwatch in an otherwise unoccupied room, let me suggest by quotation what the underlying philosophy almost has to be when you undertake to prepare a program.

This quotation is from an article<sup>1</sup> by Lloyd G. Del Castillo, New England director of education for CBS:

The teacher, in attempting to use radio for education, has had to learn by painful experience that the methods of the classroom do not suffice. The same media that will hold the attention of students gathered together and disciplined by a common purpose are inadequate for that unknown quantity, the radio listener. Here the bait must be stronger, the entertainment lure always in evidence. And because educational broadcasts must so adapt themselves or fail of their purpose, many teachers have come to what I believe to be a mistaken conclusion that radio should not enter the classroom. I think the contrary is true. . .

The underlying philosophy, then, is that "the entertainment lure is always in evidence."

Now to break down, arbitrarily, the purposes from which you must choose before you even begin planning. You will probably wish to do one of the following things:

1. Educate in-school pupils.
2. Educate out-of-school adults.
3. Publicize the work of the school or the department.
4. Publicize your graduating students in order to help them get jobs.
5. Provide guidance for in-school pupils.

Your aim will probably never be to provide pure entertainment, but the entertain-

ment theme should underlie every program.

One teacher cannot hope to accomplish much with Aim No. 1. A whole organization has to work on this one. Such organizations are at work—for example, the three great networks, NBC, CBS, and Mutual; the Board of Education of Cleveland; the Board of Education of New York City; the School of the Air of Rochester, New York; the Texas School of the Air; the County of Los Angeles—although none of them has yet done very much about *business* education.

If you would like a concise and complete explanation of radio broadcasting for classroom use, write to William B. Levenson, supervisor of radio activities, Board of Education, Cleveland, Ohio, and ask for a copy of *Report of Radio Activities*, Station WBOE. (And hope that there is still a copy available!) Cleveland is famous for its educational radio programs.

Here is a pertinent quotation from the *Report of Radio Activities* (page 14):

In selecting a broadcaster, it has been the policy, whenever possible, to use the same person who prepares the script. Since the beginning of the broadcasting in 1925, Cleveland has become increasingly convinced that broadcasting for the classroom requires an unusually successful classroom teacher who has a rich background combined with an intimate knowledge of the specific content of the subject to be broadcast. The most successful broadcasters have been teachers of merit who are able, during the broadcast, to visualize a classroom of pupils and to image their reactions. Such a teacher has a keen timing sense for the reactions of pupils. Such a teacher must be able to write the scripts or should have an intimate part in their preparation. Merely hearing a finished script is not an adequate preparation for broadcasting. The qualities of personality and the reactions of the broadcaster need to be incorporated with the script for superior results.

Leaving the classroom now for the outside world, let me say that some fine educational programs have been produced for adults in

<sup>1</sup>"The Use of Radio in Education," by Lloyd G. Del Castillo, *The Massachusetts Teacher*, Vol. XX, No. 1, October, 1940.



our specialized field. Nebraska State Teachers College produced a program on everyday legal problems.<sup>2</sup>

New York City's WNYE produced six broadcasts on consumer education last year and is running another series this fall. Consumer education has been the theme of several other programs.

Shorthand, too, has been taught by radio, over Station WNYC, New York City. Clyde Blanchard introduced the teaching of Gregg Shorthand over this station. Arthur Gaskill, of the Knights of Columbus Business School, succeeded him.

Adult education is a very fertile field, and managers of small stations are usually sympathetic toward offers from teachers to present such programs.

Publicity for the commercial department or for your school, if it is entirely devoted to business education, is relatively easy to get by radio. If you don't mind a suggestion, I should say that this is a good thing to start with. Your actors will be local undergraduates and many of your listeners will be their parents—the taxpayers. Let them know what their schools are doing and what their children are learning.

Publicity for your job-hunting seniors is a fine thing, too.<sup>3</sup>

Schools use radio to help young students decide upon their vocational aims. "The Vocational High Schools in Action," a series of thirteen broadcasts over New York City's WNYE, included one on "Commercial Training Meets the Standards and Needs of Business."

You *might* be able to get a copy of this script by writing to James F. Macandrew, radio co-ordinator, Board of Education Studio, 29 Fort Greene Place, Brooklyn, New York, but I can't promise.

Another series that you might use as a guide was "Careers for Youth," produced by the Rotary Club of New York. In each program of this series, a successful man was

interviewed by a New York high school boy interested in his profession. Questions covered personal traits desirable, nature and cost of the training needed, monetary returns to be expected, opportunities for success, etc.

Write to Edwin H. Rushmore, secretary, Rotary Club of New York, The Commodore, New York, New York, if you'd like to know about these programs.

Now, assuming arbitrarily—we have to start *somewhere*—that you plan your first program to publicize the commercial department, let's break down (again, arbitrarily) the ways in which you might do it.

Put your best foot forward. Has your school won honors in county or state commercial contests? Before the news has had time to get stone cold, present your winners. Let them tell their names, the length of their training, what they did, and how their skills will help them in business. Use sound effects of typewriters, of a man's voice dictating. Introduce a contest theme, with a teacher dictating to students in the studio, while your listeners try to get the dictation in longhand. Have students read back.

Some of your graduates have good jobs. A few of them (and don't forget the boys) will enliven a program if they tell what kind of work they do, what problems arise, how their training helps them to solve those problems. Be sure that all these true confessions have the backing of the employers, to avoid embarrassing results. Mention the employers' names. This will heighten the interest of local businessmen and tighten the bond between producer (the school) and consumer (the man who does the hiring).

Or present one of the many available commercial plays.<sup>4</sup>

Be sure the actors' names are mentioned at the beginning and at the end of the program. (And whatever the nature of the program, mention the names of teachers and

<sup>2</sup> See "Commercial Education on the Air," by Dorothy M. Johnson, *The Business Education World*, Vol. XXI, No. 2, October, 1940.

<sup>3</sup> For suggestions, see "Use Radio to Place Your Graduates," by Dorothy M. Johnson, *Business Education World*, Volume XX, No. 8, April, 1940.

<sup>4</sup> *Key\$ and Cue\$* (Business Plays for Reading or Presentation), by Bruce Allyn Findlay and Esther Blair Findlay, The Gregg Publishing Company, 1934.

*Commercial Clubs, Organization, Programs, and Plays*, by Archibald Alan Bowle, The Gregg Publishing Company, 1926.

*The Business Education World*, various past issues.

the principal of the school. You will need the benign approval of the school administrators, whatever you do.)

Put on a contest in which anyone within hearing distance of the radio station may compete.<sup>5</sup>

Make your own quiz program. It doesn't have to be as scintillating as "Information, Please." The parents of the actors will think it's pretty scintillating, anyway. The questions should concern office etiquette, duties, and knowledge. The questions must be absolutely definite, and common enough to be understood by outside listeners. A question like "Should you indent five or ten spaces for paragraphs?" wouldn't do, of course. Nonoffice workers wouldn't know or care, even if there was a definite rule.

Right here, I'd like to quote again from *Report of Radio Activities*—this time, a sentence that sounds as if it had sad experience behind it: "It cannot be repeated too often that nonsense at the microphone will not emerge as wisdom from the loudspeaker."

(To be continued)

<sup>5</sup> For complete information about the technique of radio shorthand contests, see "How to Conduct a Radio Shorthand Contest," Archibald Alan Bowle, *Business Education World*, Volume XX, No. 7, March, 1940.

JOHN H. MOORMAN has been appointed assistant professor of business education in the College of Education and the P. K.



JOHN H. MOORMAN

Yonge Laboratory School of the University of Florida, succeeding Dr. J. Dewberry Copeland, who has joined the faculty of Mary Washington College. Mr. Moorman holds degrees from Northwestern University and the University of Florida and has done further graduate work at the University of Iowa, where he was research assistant from 1936 to 1938. Before that, he was superintendent of schools in Winfield, Iowa. After leaving the University in 1938, he entered business, which he left to accept his new position.

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The Business Education World  
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**21** Photogram gives exact copies after two simple steps—exposure to light and development in the normal light of your office, without a darkroom. You can make copies of any subject, written, drawn, stamped, printed, duplicated, traced, one- or two-sided, transparent or opaque. Almost any color combination can be reproduced in shades of black and gray. In Photogram, the Bermat Products Corporation has a unique, simple, and efficient device that is compact and portable.

**22** Every camera owner and every operator of a moving-picture machine will be interested in the Amfile, the new method of easy filing, product of Amberg File & Index Company. It gives full protection and insures quick finding of various sizes of negatives and prints. These files are made in the form of boxes, the size of books. When closed, the movie-reels file looks like a row of three books. There is a miniature-negative file that accommodates twenty full rolls of 35mm. negatives, and there are two files for flat negatives, one for sizes up to 5 by 7½ inches, the other for negatives up to 3½ by 5 inches. Useful items!

**23** If you don't want to invest quite a sum of money in a stop watch, you'll want one of the new low-priced watches with a long, sweeping red second hand. It will save straining your eyes on the microscopic second hand of your wrist watch. It keeps regular time, too, so it does double duty—it's both a time piece and a dictation timer. It has a handy bead chain to slip on your finger so you won't be dropping it. The watch is only \$2. If you want me to get one for you, send along that amount and I'll be your shopper.



# Variety in an Assembly Program

DELIA R. ALFORD

**EDITOR'S NOTE**—Here is an assembly program, demonstrating various phases of the work of the commercial department, that was given by the students of Miss Delia R. Alford, head of the commercial department of Western High School, Baltimore, Maryland. It is simple, direct, interesting, and comprehensive. The program consisted of six events, each approximating five minutes in length. It is a program that your commercial club could effectively sponsor.—A.A.B.

## Typewriting—Speed Contests

**T**HE curtain opened on twelve contestants seated at typewriters. Each desk bore the contestant's name in large letters. Beside each contestant sat a "checker" to facilitate checking the tests. These checkers were selected from the participants in other sections of the program, in order to limit the number of people backstage.

The contestants were divided into two groups, according to the amount of typewriting training they had received. A chart at each side of the stage contained the names of each group, and beside each chart stood a student ready to enter results. The announcer stood at one side of the stage before the microphone. The program procedure was as follows:

**ANNOUNCER.** The commercial department was asked some time ago to give an assembly that would demonstrate some phases of its work. Today we are giving this assembly. Our first event is a typewriting contest. We have twelve of our best typists on the platform. We do not say that they are our very best. In fact, we know that we have some just as good participating in other parts of the program; we have not allowed any one girl to appear on the program twice. But these girls on the platform are good, and they come from ten different classes.

You may be interested to know that the World's Champion Woman Typist, Miss Stella Willins, who demonstrated in this school last fall, holds a record of 128 net five-stroke words per minute on an hour's test. That skill, of course, comes only after years of practice. Our requirement for graduation is 40 words a minute for 10 minutes.

First we are going to allow our contestants one-half minute for warming up drills. They are going to practice the same drills the experts use. (*One-half minute allowed for drills.*)

And now we are going to have a half-minute test on a familiar sentence—one that has been practiced. (*Results were read as brought in; they were also charted at each side of the stage. The best record was 90 words a minute with no errors.*)

And now comes the real test. It will consist of 1-minute writing from unfamiliar, unpracticed material. Of course, it would be harder to write a 10-minute test, but that would be tiresome for the audience. (*Results were read and charted. The best record was 78 words a minute with no errors.*)

CURTAIN

## Bookkeeping—The Life History of a Check

In the center of the stage a desk bore the legend, "Western Hardware Store." Slightly behind this desk were four other desks marked, respectively, "Department Store," "Merchants' Bank," "Clearing House," and "First National Bank." At each of these sat a pupil. The action was carried out in pantomime during the reading. Four very large checks were made from cardboard. Three of these were alike on the face; the fourth bore marks to imitate the bank cancellation. The first check was plain on the reverse side. The others showed the various stages of indorsement. One check was substituted for another as the act progressed.

**ANNOUNCER.** We are about to present, by television, the life history of a check. Those little slips which we call checks play a large part in the life of the nation. Here is a typical example. Mary Worker, a stenographer, receives her salary check from the bookkeeper of the firm for which she works—the Western Hardware Store. Now, Mary needs the \$15 that check represents, so she goes into a store where she is known and has the check cashed.

The store is willing to accommodate Mary, for she is a good customer. Wait a minute, Mary, you forgot to indorse the check! That's better! Mary has written her name across the end of the check. We call this a blank indorsement.

The cashier or bookkeeper of the store is now

busy making up a deposit of all the cash and checks on hand. She uses a rubber stamp to save time; the indorsement includes the words, "For Deposit," making the checks good for that purpose only. Now the deposit ticket is ready and the bookkeeper is taking the deposit to the Merchants' Bank. The amount of the deposit is being entered on the passbook.

Since Mary's check was drawn on the First National Bank and not on the one in which it was deposited by the store, it now goes through the clearing house. Notice that the bank, too, must indorse the check, using a stamp for convenience.

The clearing house is an association of banks in the same city. Every day, clerks from all the banks that are members of the clearing house meet. They bring with them all the checks on other banks that they have received the preceding day. At the clearing house they receive all the checks that other banks have against them.

The difference is found between the total checks which they hold against other banks and the total against them. This difference is either received or paid by the clearing house, and of course it all comes out even in the end. The checks are then taken to the banks on which they were drawn. So here goes our check to the First National Bank.

The First National Bank charges the amount of the check against the Western Hardware Store, making its account \$15 less. The check is cancelled by a machine which cuts holes through the paper. This perforation reads: "Paid, May 2, 1940, 7-11." 7-11 is the identifying number of the First National Bank.

Finally, at the end of the month all the cancelled checks that were drawn by the Western Hardware Store are returned to it, together with the bank statement. So our check returns to its birthplace. Is it then destroyed? Oh no, it is carefully filed, for a cancelled check is a receipt and may be useful for reference at some future time.

Of course, Mary Worker will never claim that she did not get her salary this week. But you never can tell when such a circumstance will arise. So cancelled checks are kept on file for a while.

CURTAIN

### Artistic Shorthand

Four large blackboards were wheeled to the front of the stage, and the shorthand pupils took their places before them. They wrote as the announcer directed, at times using colored chalk. During the reading of the brief history of the school, the shorthand outlines were written to form large initials of the school.

ANNOUNCER. Our contribution is to show you the artistic and social values of shorthand. Speed will be stressed by another group.

The girls will write the alphabet. You may compare the separate letters as the girls write, but speed is obtained by joining and combining letters or characters.

The girls will write in longhand: *Western High School, Baltimore, Maryland*; then in shorthand. Compare the two speeds—the shorthand takes one-fourth the time on the board; there is an even greater difference when written on paper.

Now the girls will write as I dictate.

If any of you take shorthand, I hope you will enjoy it as much as we have. It has vocational value, of course; social value, because letters are sent all over the world in shorthand; and personal value—decidedly—when you want to make notes or write in your diary so that the members of your family will not be able to read it.

Shorthand has been adapted to more than twenty languages. The girls will write *I love you* as the English sounds. Will one of the girls who is studying Latin say it for us. The girls will write it. Now in French—German—Spanish.

As I call names of girls, will those girls having these names please raise their hands: *Mary, Sylvia, Elizabeth, Dorothy, Alice, Louise, Helen, Florence.* (*Students write these as given.*)

If others would like to see how their names look in this facile, symbolic language, apply to students in the stenographic department.

I shall dictate a very brief history of Western High School, which was composed by two seniors. (*A history of about 200 words was dictated.*)

CURTAIN

### Machine Addition

Desks were equipped with calculating machines brought to the front of the stage. A girl at each side of the stage held up a large chart showing the addition problems.

ANNOUNCER. The commercial department offers still another choice—Office Practice. This aims to give a rather comprehensive knowledge of office machines.

Among them are various types of calculators—machines that add, subtract, multiply, and divide—bookkeeping machines, Addressograph, Mimeograph, Mimeo-scope, dictating machine, and the Multigraph.

From these various types we have selected the calculators—Burroughs and Comptometer—to demonstrate addition by the touch method.

If you were confronted with these long additions—twenty numbers each, to be exact—your reactions would range from horror to delight, according to your mathematical ability; but with the machines such calculations are easy.

Each girl is provided with a copy of these questions. We are now ready for Problem 1. Start! (*The first pupil to finish was called on for the result and the time checked.*)



And so we could go on indefinitely—adding, subtracting, multiplying, and dividing—but unless you could be up here on the stage seeing the processes involved, it would not prove interesting.

However, if you would like to know all the fascinating possibilities of our many machines, pay us a visit sometime.

#### CURTAIN

### Rapid Dictation

The calculating machines were removed and twelve stenographic pupils took their places on the stage.

**ANNOUNCER.** The girls who are now on the stage are seniors who are preparing themselves for stenographic positions.

In order to qualify for graduation, these pupils must transcribe accurately from notes taken at the rate of 90 words a minute.

You would not want to wait while they transcribed, so today they will take dictation and read it back; then, if you are interested in seeing the process of transcription, visit any typewriting room.

The two letters that will be dictated will be of "unfamiliar" matter; that is, letters that have never been practiced or used for dictation, and because the dictation will be short—not sustained dictation—it will be given at a slightly higher rate of speed than the required minimum rate.

The first letter will be given at a rate of 100 words a minutes.

*(A letter was dictated at 100 words a minute and read back in concert. Then a letter was dictated at 120 words a minute and read back in the same way.)*

### Commercial Geography

The desks were removed and a large map of Europe lowered in the center of the stage. During the reading of the monologue, pupils dressed in costumes of the various European nations came from the wings bringing representative products and locating the countries on the map.

**READER:** We in the United States live in a nation composed of many peoples, united under one flag. We are also a nation of many natural regions producing different products. New England sends many kinds of manufactured goods in exchange for the cotton of the South and the wheat of the Middle West. Oranges from California and Florida, meat products from the Great Plains region, metals from the Rocky Mountains, coal from Pennsylvania—all travel to different parts of our land, free from trade restrictions and customs duties.

Across the sea in Europe we see similar groups of people under many flags, and with a confused mass of boundary lines. Let us suppose that in-

stead of these competing, warring nations, Europe had one flag, with the different groups living together as happily as do the people in our land. Let us call upon the different peoples in Europe to tell us what each could contribute to the welfare of such a nation.

Great Britain could supply manufactured goods in great variety; also coal to the other sections for their industries.

Sweden could furnish iron.

Russia could raise abundant grain for the peoples of the Union of Nations.

Denmark could furnish butter and meat.

Holland could supply cheese and dairy products.

Finland is a land of great forests and could supply lumber to the other sections.

Italy offers oranges and lemons from her sunny land.

Spain grows olives in her peninsula.

Germany's chemicals would be needed in many industries.

Portugal produces about half the world's supply of cork.

Norway's fisheries furnish food for millions of people.

France could please with perfumes and luxuries of many kinds.

Switzerland's wood carvings and toys would delight those who travel to that beautiful mountain section.

Belgium can weave fine textiles and carpets.

The Balkan States have much-needed petroleum to run automobiles.

What a wonderful nation a Union of Nations could be, with so many natural resources, so many different skills, such varied industries!

#### CURTAIN

**ROBERT W. SUMMERSGILL**, for the past three years an instructor in the department of secretarial science in the University of Akron, Ohio, has joined the faculty of Bryant College, Providence, Rhode Island, as head of the typewriting department.



R. W. SUMMERSGILL

Before beginning his work at Akron, Mr. Summersgill was department head at the Oakmont (Pennsylvania) High School and at the Monongahela High School, Mapletown, Pennsylvania. He holds degrees from Grove City (Pennsylvania) College and the University of Pittsburgh. He has had much varied business experience in sales and office work and has contributed to educational magazines.

# Visual Aids

## FOR BUSINESS EDUCATION

LAWRENCE  
VAN HORN



**Y** M. C. A. Motion Picture Bureau, 347  
• Madison Avenue, New York; 19  
South LaSalle Street, Chicago; and 351 Turk  
Street, San Francisco, lists, in their 1940-41  
catalogue of 16mm. silent and sound mo-  
tion pictures, a number of films of interest  
to business educators. The catalogue will  
be sent free upon request. Many of the  
films have been listed in this column from  
time to time. They also rent, at \$2 a reel,  
the shorthand, typing, and other business  
films produced by Teaching Aids Exchange,  
Modesto, California. There are many free  
films available to those who pay the annual  
\$2 registration fee.

*What's an Office Anyway?* 16mm. sound mo-  
tion picture, 3 reels, free. An amusing, in-  
structive picture showing some of the every-  
day problems and people to be found in an  
average office. A real contribution to the im-  
portant subject of personnel relations and of-  
fice management.

*Men and Money.* 16mm. sound motion pic-  
ture, 3 reels, free. I have previewed this  
film. The first part contains a series of still  
pictures accompanied by dialogue. The rest  
deals mainly with a discussion of the prob-  
lem which lies in the overexpansion of credit  
and its prevention through education and credit  
control. It tells the story of borrowing and  
lending through the ages. From Babylonia  
through ancient Greece and Rome and down  
to the present day, it tells the history of man's  
fight for the right to credit and his achieve-  
ment in the twentieth century. It is recom-  
mended for business-administration and finance  
classes.

*Yours Truly, Ed Graham.* 16 mm. sound motion

picture, 3 reels, free. Security and how dif-  
ferent types of people go about obtaining it  
is the theme of this 25-minute Hollywood-  
made film sponsored by the Institute of Life  
Insurance. It is claimed to be intensely dra-  
matic, informative and timely. The picture  
portrays the services rendered by the life un-  
derwriter in helping policy holders reap the  
full benefits of insurance.

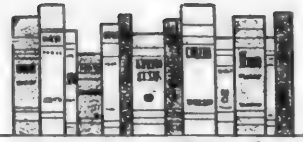
NATIONAL ASSOCIATION OF MANUFAC-  
TURERS, 14 West 49th Street, New York, in  
their September, 1940, Bibliography of  
Economic and Social Study Material, lists  
many free 16mm. and 35mm. sound motion  
pictures and slides.

*Your Money's Worth.* Sound slide film, series  
of still pictures on a strip of 35mm. safety  
film, which is synchronized with the voice of  
a commentator and/or dialogue on a 16-inch  
record. Time 15 minutes. Free. Explains  
the significance of money, wealth, and cap-  
ital, and the part they have played in the  
progress of America. A vivid visual lesson  
in elementary economics.

FILM INFORMATION SERVICE, 535 Hearst  
Tower Building, Baltimore, Maryland.  
Each month a bulletin listing new films or  
selected older films that could be used ad-  
vantageously in a visual-education program  
is sent to subscribers. Original subscrip-  
tions cost \$1. Each subscriber will be priv-  
ileged to write regarding film problems.

PICTORIAL EVENTS, Chanin Building, 122  
East 42d Street, New York, has recently  
produced a film strip, "Our Government."  
It comprises 54 pictures, and gives an ex-  
traordinary factual and documentary picture  
story of each step in the operation of our  
government. Units dealing with govern-  
ment, civics, geography, social studies, etc.,  
are also available.

KENNETH LAWYER, supervisor of distri-  
butive education, 407 Centennial Building,  
Springfield, Illinois, can supply an outline  
for the conduct of a ten-unit general course  
in "Merchandise Facts," for use with se-  
lected motion-picture films. This course out-  
line was prepared by Miss Eleanor Appel, of  
Harrisburg, Illinois. The procedure for each  
class meeting is outlined in detail; and the  
film to be presented, with its source, is listed  
in each instance.



# Your Professional Reading

**MARION M. LAMB**

Let this department guide your professional reading. The B.E.W. is constantly on the lookout for new books and magazine articles of interest to business educators.



**N**OW that Christmas shopping days are here again, it's time to repeat our seasonal warning to those of you who have included books on your Christmas list.

If you are buying books, remember the professional discount most publishers give to teachers. You have to buy directly from the publishers, as a rule, to get the advantage of the discount—but who objects to writing a letter for such a good reason?

With that practical matter settled, we wish you a very merry Christmas and a happy holiday!

## Comments

The most intriguing comment of the month is from page 19 of the *Teachers' Handbook of Supervision*, Central Commercial High School, New York City. Alexander Massell is principal. We quote:

Students rate a "sense of humor" first in their list of qualifications of a good teacher. They judge wisely because pupils do need a cheerful, relaxed atmosphere in which to study. This is the right of every child. *Our teachers leave their personal worries outside of the classroom.*

Are you sure, Mr. Massell, that your teachers have submitted the literal truth for us to read? Don't even the new teachers sneak a little worry, or at least a doubt, across the thresholds of their classrooms?

In spite of the fact that the virtues listed

in this handbook are as uncompromising as a bank balance and sometimes a shade less convincing, the *Teachers' Handbook of Supervision* is an embodiment of the principle that good supervision employs democratic procedures, for this booklet is the outgrowth of teacher contributions and suggestions. It is a constructive, helpful piece of work, of value to any teacher.

## Future Teachers of America

The Future Teachers of America, which grew out of the Horace Mann Centennial in 1937, has expanded rapidly. The aim of the organization is "that as a continuation of Horace Mann's work in the selection and preparation of teachers, there be established in every community Future Teachers of America groups, which will seek to interest the most promising young people in teaching as a career."

The ritual for the organization and installation meetings of Future Teachers of America is given in detail in the October issue of the *Journal of the National Education Association*.

You may procure further information about the F. T. A. by writing to the National Committee, Future Teachers of America, National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C. The following leaflets are published for sale at 10 cents each:

11. *Future Teachers of America*
161. *Suggestions for F.T.A. Sponsors*
162. *Programs and Projects for F.T.A. Clubs*
165. *What It Means To Be a Future Teacher*
166. *F.T.A. at Work in Colleges and Universities*
170. *Future Teacher Ideals and Purposes*

## The Creative Adult

By Hughes Mearns. Doubleday, Doran & Company, Inc., New York, 1940, 300 pages, \$3.

Although the title and first chapters of this book declare that this is a volume for those seeking "self-education in the art of living," the author seems to have addressed himself not so much to those seeking self-fulfillment as to those who are in a position to help children and adolescents discover their individual gifts and powers.

Parents and teachers reading the book gain some knowledge of definite "creative" teaching procedures that have been successful, particularly in work with very young children, but the major contribution of the volume probably lies in its insistent and wholesome emphasis upon preserving and encouraging individual thought and taste.

Almost every page of this very readable volume contains paragraphs that could be quoted with pleasure. The following passage from the chapter "On Living the Contemporary Life" was chosen because the term "education" is for so many of us a word bound inextricably with the glories and achievements of the past.

"Teachers and adults generally have been trained to see good only in the past. At its best it is a quietist's retreat; at its worst it is a kind of dull ancestor worship. . . .

"Living the contemporary life, not disdaining it, enjoying its proper and honorable satisfactions is a necessity of intellectual health. Particularly is this true for teachers and parents, because they must deal with youth, who begins by being wholeheartedly contemporary. To be out of date, even in language and etiquette, is to close ways of communication with the young; to be out of date in accepted codes of conduct is to close another road; to be out of date in wholesome enjoyments is well nigh to bar all intercourse. If to all this is added a merely verbal acceptance of dead glories of the past and a merely verbal denial of other glories, then what effective relationship is possible?"

### ***Administrative Practices in Large High Schools***

By Newsom, Langfitt, and others. American Book Company, New York, 1940, 659 pages, \$3.25.

Because administrators have in the past complained that books on high school administration are not concerned with the special problems and practices of the large high schools, the editors, in writing this book, collaborated with a large group of successful principals in large high schools.

Because each of these authors was asked to describe and discuss specific practices in his school, the reader is presented with an array of varied and sometimes conflicting philosophies and procedures.

The twenty chapters in the volume are divided into eight main parts: "Factors Underlying Administrative Practices," "Practices Relating to the Organization of the School," "Practices Relating to the Management of the School," "Practices Relating to the Instructional Staff," "Practices Relating to Pupil Organizations," "Practices Relating to the Curriculum," "Practices Relating to Pupil Guidance," and "Practices Relating to the School Community."

This is an invaluable reference book for ad-

ministrators looking for a book of facts and figures to supplement their volumes on administrative theory.

### ***Careers on Business Papers***

By Benn Hall. Duell, Sloan & Pearce, Inc., 270 Madison Avenue, New York, 1940, 276 pages, \$2.50.

According to its publishers, this is the first book—and the only book—to give a comprehensive survey of the two thousand business publications in the United States.

In the first nine chapters, the author presents general background information concerning the history and organization of the business paper, its services, and the opportunities it offers to prospective workers.

The tenth, eleventh, and twelfth chapters are of specific vocational value to high school and college students. These chapters present practical information on what business papers expect of their employees, how to get a job on a business paper, and how one gets ahead on the paper once he has landed a job.

The book is concluded by a helpful list of business-paper publishers, with their addresses, and a suggested bibliography for those wishing to know more about the business press.

### ***Your Career in Business***

By Walter Hoving. Duell, Sloan & Pearce, New York, 1940, 211 pages, \$2.

*Your Career in Business* was written for college men thinking of entering business, and certainly its author seems to have every qualification to write for young men. Mr. Hoving, who is president of Lord & Taylor, is in a position to give sound advice on modern business conditions and requirements.

Amazed that so many young men apply for jobs without attempting to discover their own aptitudes for particular lines of work, the author emphasizes that the applicant must accept the responsibility of discovering for himself the work he can do best, and then he must attempt to find that work.

Although it is no longer true that the young person has a chance to learn a business "from the ground up" while he is working and must therefore provide his own training for the positions he seeks, it is encouraging to know that the average man has a greater chance to achieve outstanding success than he has ever had before. The man of general competence is no longer so highly rewarded, because he is not needed so much; but the man of great proficiency in a specialized field is handsomely compensated.

This means that the young person must weigh his abilities and possibilities intelligently when he considers the work performed in the

# NEW GREGG TIMER

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The timer has a chromium-finished case, unbreakable crystal, red sweep second hand, and red numerals marking every fifth second. Fastened to the watch in the form of a loop is an adjustable nickel-plated bead chain. Slip your finger through the loop when dictating, or timing a typing test, and you will never have to worry about dropping your watch.

In addition to being an excellent timer, this watch is AN ACCURATE TIME-KEEPER. It enables the teacher to tell at a glance, even while dictating, or timing a typing test, the number of minutes remaining in the class period.

This dictation timer is guaranteed by THE GREGG PUBLISHING COMPANY. Fill in the coupon below and send for your timer TODAY.

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270 Madison Avenue, New York, N. Y.

I surely want one of the new Gregg Timers. My remittance of \$2 is enclosed.

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various departments of the many types of business open to him. Having chosen his goal, he must plan for himself a period of training and a campaign to get the right initial job.

Paradoxically, it would seem, Mr. Hoving insists that sound general education, rather than specialized vocational education, is best for undergraduates who dream of reaching top positions. He adds that this must be supplemented by specialized education or apprentice work; but, he believes, it is in general education that the individual usually discovers himself, and in this age of specialization, self-discovery at the outset of a career is of first importance. Moreover, he believes that general education gives the individual the broad point of view and wide knowledge that are essential to "big" men.

Mr. Hoving believes that our colleges are turning out graduates who lack not only general background, but concentration and mastery of the fundamental skills. The following remarks on arithmetic sound familiar:

"Sometimes I feel that arithmetic should be taught again in the senior year, because most people seem to have forgotten all about it by the time they graduate. This necessitates much training by large companies in teaching it again to their employees."

It is the repeated emphasis upon the individual's self-direction that makes this a valuable volume for young men and women. Capable high school students can profit from it as much as college students, and the fact that it is addressed to college men will no doubt make it attractive reading for our high school seniors.

## Correction

The correct price of *The Private Secretary's Manual*, by Bernice C. Turner, is \$3, not \$3.50 as stated on page 170 of the October B.E.W. The book may be obtained from Prentice-Hall, Inc., 70 Fifth Avenue, New York, New York.

## New Edition

The 50-cent paper-bound edition of Charles M. Smith's new book, *After High School—What?*, which was reviewed in November, has been exhausted, according to the publishers, Burstein and Chappe. The book is now available in a cloth-covered edition at \$1 a copy. The publishers' address is 270 Lafayette Street, New York, New York.

## March of Education

News Letter, U. S. Office of Education, Washington, D. C. No charge.

The September, 1940, issue is the first in about two years. It contains charts, photographs, and text material on vocational education for the national defense.



# *Announcing*

***Students really  
look forward to this  
Shorthand Contest !***

This contest is designed to increase your students' interest in better shorthand through improved penmanship. In the previous contests thousands of shorthand students have found that the competition is not only intensely interesting . . . but definitely helpful.

All of your students who submit outstanding specimens will receive a Meritorious Award Certificate. This is an honor worth while winning. Pupils will find it of practical value when entering the business world.



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ANNUAL**

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24 Cooper St., Camden, N. J.**



# Shorthand Practice Material

## THE GREGG WRITER

★ Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER. ★

### "To All People"

By HAROLD STANDISH CORBIN

Reprinted in shorthand by permission of the publishers from the January, 1940, MOOSE Magazine

Copyright, 1939, Supreme Lodge of the World  
Loyal Order of Moose

#### PART I

IT WAS the strangest Christmas our town of Claytonville ever saw. I got the details later and have set them down<sup>30</sup> here, but first I want to tell you what Claytonville is like.

It's a mighty pretty place in the New England hills, with<sup>40</sup> homes and lawns and gardens. There's a spacious Community House in Clayton Park, and there are churches and a new railroad<sup>50</sup> station in Tudor style, from which many of our folks commute to New York. We even have the beginning of<sup>60</sup> a zoo, if you consider Queenie the elephant, presented to us by John Clayton's grandson. Queenie is kept<sup>70</sup> in a barn in the park and is loved by all the kids.

But we have factions in Claytonville and, when this Christmas I<sup>80</sup> have in mind approached, there was a campaign on for economy in the municipal government. Communities<sup>90</sup> get that way. People get carried along in most unreasoning ways. This quarrel grew so acrimonious<sup>100</sup> that it involved erecting our annual Christmas tree as an unnecessary expense—no Christmas tree, no<sup>110</sup> annual party in the Community House, with gifts for needy folks. Bickerings grew personal and it looked<sup>120</sup> as if Christmas in our pleasant little town was going to be wholly contrary to the occasion when you're<sup>130</sup> supposed to be merry.

All this came to the attention of Billy Lenwith, twelve years old, as courageous a youngster<sup>140</sup> as you can imagine. Billy was ill. He had lain for months in his pleasant cottage on Duncan Avenue,<sup>150</sup> that faced Clayton Park, with its zoo, and the doctors had whispered to his parents that he'd never be well again. (Strange<sup>160</sup>

malady, they said, that happened once in a thousand or a million times.)

"Don't tell him," they counselled. "Let him keep that<sup>170</sup> gorgeous smile as long as he can. But some day—"

Billy knew. You couldn't keep much from him, with so many people coming<sup>180</sup> in to see him. Billy knew he was fighting a losing fight. But he kept smiling, like a good soldier. Except<sup>190</sup> when he heard there wasn't going to be the usual Christmas celebration for the children. Lying there looking<sup>200</sup> out of the window at the snow, Billy's pale face grew pensive.

"Gee, Mom," he said to the lovely woman who<sup>210</sup> kept watch beside him, "I wish our folks here wouldn't be obstinate like that. We had such a good time last Christmas—singing<sup>220</sup> carols around the tree, giving out the presents in the Community House, having that oyster supper at<sup>230</sup> midnight! Remember how the kids went to sleep, looking like cherubs in the pictures?"

"Hush, darling," his mother said. "You<sup>240</sup> mustn't worry about other folks now. You must concentrate on getting well and strong again."

"Yes, I know," he said<sup>250</sup> obediently. But his mother, watching him, saw the anxious frown deepen between his blue eyes.

Presently he<sup>260</sup> said: "I wish I could see Queenie again. Remember how she'd stop here on her exercise walks with Jim Henderson,<sup>270</sup> when I was first sick? We'd talk to each other, Queenie and I. We got to know each other special. I wish—"

"Perhaps<sup>280</sup> we shall see her again," his mother said. "Maybe on Christmas Day we can all get into the car—"

"It's got to be<sup>290</sup> before Christmas Day," he said decisively.

His mother studied him anxiously. When his eyes closed and he seemed asleep,<sup>300</sup> she tiptoed carefully away.

BUT as Christmas drew nearer and there seemed no solution to the impasse into<sup>310</sup> which our townsfolk had fallen, Billy's smile grew less frequent. People came to visit him, so he kept

Only the italicized words are beyond the vocabulary of Chapter Eight of the Manual.

up<sup>600</sup> to the minute on the latest news. He asked them all, one after another, to do something about it, but<sup>620</sup> nobody had any good ideas. And the townsfolk continued to glare at each other on the *street* or in the<sup>640</sup> stores.

"Dad, can't you do something about it?" he asked his father. "Just think, all the other towns on the line will have Christmas<sup>660</sup> trees, and people on the railroad and driving through will think there's an epidemic, or something, here. Besides, think<sup>680</sup> of all the fun the kids will miss. Can't you do something?"

But his dad commuted to New York each day and even though<sup>700</sup> he talked about it on the train, no organized action was taken. Ed Somers, editor of our paper, wrote<sup>720</sup> an *editorial* about it. He said: "Our community spirit seems to be flavored with vinegar this<sup>740</sup> year. Maybe it is just growing pains our town is experiencing, but the pains are getting severe."

Billy read<sup>760</sup> it and agreed, *principally* because *he* could understand pain. Anyway, his concern grew deeper and his smile<sup>780</sup> less frequent. The kids weren't going to have a joyous Christmas in a community way. It hurt Billy's pride in<sup>800</sup> his home town and aroused his *sympathy* too.

But what could he do about it? His legs hardly could carry him across<sup>820</sup> the room. The world seemed pretty dark to him, and he could keep his courage only by thinking about his friend Queenie<sup>840</sup> the elephant, over there in the barn. He thought of how he used to feed her peanuts and how her inquiring<sup>860</sup> trunk would curl around him to the bag he held behind him. He laughed to think how Queenie would pretend not to notice<sup>880</sup> his teasing and pick up a wisp of hay to stuff into her mouth. He thought a lot about Queenie.

• • •

WELL, the day<sup>900</sup> before Christmas *arrived* and still our town was strife-torn. The faction that had set out to cut expenses was adamant.<sup>920</sup> They had the upper hand, and elimination of the Christmas tree seemed symbolic of their demands. The other<sup>940</sup> side threatened *retaliation* later. But whichever way you looked at it, Christmas in our town promised to<sup>960</sup> be a sorry affair.

All day, Billy's parents told me later, he seemed in a quiet, thoughtful mood. People came<sup>980</sup> to visit him and brought him many presents. But his *interest* was in his thoughts and he appeared a little paler<sup>1000</sup> and much more *introspective* than usual.

Evening came, and Billy, looking from his window, saw the Community<sup>1020</sup> House dark, in the park. Nor was there any Christmas tree to shine forth its message of peace and good will. That seemed to<sup>1040</sup> plague him awfully.

Billy's parents were *invited* to a neighbor's for a while, and his dad, desiring to get<sup>1060</sup> Mrs. Lenwith away from her confining tasks with Billy, urged her to accept. They left Lucy the maid to sit<sup>1080</sup> with Billy.

For a while Lucy read to him, but he didn't seem interested. He kept worrying and fretting,<sup>1100</sup> tossing listlessly and only half listening to Lucy. Then he *became* quiet, as if in deep thought again.<sup>1120</sup>

About this time, as I got the details later, Jim Henderson, zoo keeper, was bedding down Queenie for the night<sup>1140</sup> and he let her exercise temporarily in the enclosed yard in front of her barn. Jim was called to the<sup>1160</sup> *telephone* and was delayed in getting back. It was then that Queenie apparently *decided* to go for a walk<sup>1180</sup> by herself. Craftily she raised the latch on the gate, let herself out and started off, a great, gray shape in the darkness. (1200)

(To be continued next month)

## Insincere Letters

From "Clement Comments"

WE RECEIVED a letter, the other day, that said in part, "It is to be greatly regretted that there are not more<sup>20</sup> men like you for our experts to serve. You have made a wonderful name for yourself<sup>40</sup>—the world acknowledges it. May we serve you?"

*Bunk!*

Another letter told us that "business friends have referred me to you, as a most reliable<sup>60</sup> and efficient person." The address was not filled in and the letter was processed, with a printed signature. Too,<sup>80</sup> we have received letters beginning, "Your welfare is our constant consideration"—"Advancement of your interests<sup>100</sup> is our supreme endeavor," and so forth.

*More Bunk!*

Business letters are improving, beyond doubt. The average<sup>120</sup> business letter writer of today has been educated away from the use of such antique and trite phrases<sup>140</sup> as "yours of the 11th instant in hand—in reply would say." He has been told to make his letters personal,<sup>160</sup> to write as he would talk. It would seem, though, that at least some correspondents are in danger of leaning too far the<sup>180</sup> other way—of forgetting business courtesy and sincerity in their effort to produce letters that just<sup>200</sup> drip with personality and friendliness.

They do this, they claim, under the necessity of arousing<sup>220</sup> interest. Yet any straightforward letter that gets down to the brass tacks of the proposition and stays there, will have<sup>240</sup> the interest and respect of the reader. Occasionally, in sales letters on certain products or services,<sup>260</sup> it may be necessary to use some artifice to gain attention—a startling opening sentence, a<sup>280</sup> story, or a bit of humor. But, we think that it is never necessary to use overstatement (or just<sup>300</sup> plain bunk) to get attention.

Nor do we think it is necessary to use trick salutations or closings. We<sup>320</sup> are old-fashioned enough to prefer, "Dear Mr. Soandso" to "Good Morning, Mr. Soandso" (particularly<sup>340</sup> if we don't open the letter until midafternoon). We do not like it to be told that someone is "Yours for<sup>360</sup> more prune trees in Idaho." "Very truly (or sincerely) yours" may be as meaningless as "Dear Sir." Nevertheless,<sup>380</sup> these phrases express courtesy.

Good letters, we think, are a mixture of interesting information,<sup>400</sup> common sense, and courtesy. (405)

## Minute Jumping

From "The Silver Lining"

FROM ATOP the Empire State Building you can look across at the giant clock in the Metropolitan Tower.<sup>20</sup> The minute hand on this clock is seventeen feet long and weighs a ton. Each minute it jumps a foot! Watching it, you can<sup>20</sup> see it jump. Each hour it jumps sixty feet—each day one thousand four hundred forty feet.

That minute hand is a<sup>20</sup> reminder that life is a matter of minute-jumping. How high we jump in a year, or a lifetime, simply is the<sup>20</sup> grand total of our minute-jumping!

Each minute gives you an opportunity to jump toward your goal. Jump upward<sup>100</sup> by using that minute to push your work, start an important letter, begin a friendship, learn something new, or renew<sup>100</sup> your faith. Let each minute find you a jump ahead on the path to your heart's desire.

Where you are today depends<sup>100</sup> upon the minute-jumping you did during your yesterdays. Where you will be tomorrow depends upon the<sup>100</sup> minute-jumping you do from now on! Use each minute to jump toward the bigger, broader, finer life that can be yours! (179)

## Graded Letters

By CHARLES RADER

For Use with Chapter Ten of the Manual

Dear Mr. Green:

Please write us as soon as possible as to whether or not it will be possible for you to<sup>20</sup> fill the order we sent you a few days ago. As you know, at this time of the year books of all kinds are in great<sup>20</sup> demand and, of course, we should like to have on hand a full supply of all items so that we will be able to<sup>20</sup> give all orders we receive prompt attention. If there is any reason why you cannot fill our order, please let<sup>20</sup> us know at once.

In the past, it has been our policy to offer a gift free of charge once or twice during the<sup>100</sup> year for orders totaling \$25 or more. This year we are sorry to say we are at a loss to<sup>100</sup> know what to offer. If you have any ideas on the subject, let us hear from you. If you will be good enough<sup>100</sup> to let us have your recommendations within a few days, we shall appreciate it. Once we have the matter<sup>100</sup> of the gift settled, we shall be able to release the copy for our catalog to the printer, which will<sup>100</sup> mean that it will be available for distribution in the near future.

Everything has been done by our<sup>200</sup> Editorial Department to bring this catalog up to date as well as to make it more appealing than<sup>200</sup> our previous one, and we are sure that it will be one of the best catalogs we have offered for some time. Needless<sup>200</sup> to say, we hope not only to make a great deal of money this coming year, but also to make a host of<sup>200</sup> new friends. We are of the opinion that the way to build a suc-

cessful business is to make a whole lot of friends.<sup>200</sup> This policy, we are sure, has been proved time and time again to be one of the most important factors in<sup>200</sup> building a successful business.

By the way, in answer to your letter of several days ago, in reference<sup>200</sup> to the matter of checking up on the stock of one of our major sellers, we are glad to say that we are<sup>200</sup> almost out of stock of that item. Of course, we will be in the market for more, but at the present moment, on<sup>200</sup> account of the way the book is selling, we are not able to say how many copies we will need. We cannot<sup>200</sup> say definitely at the present time just when this order will be given to you. We may send you our order<sup>200</sup> today or tomorrow, but in any event it should be ready in a week or ten days.

Cordially yours, (419)

## Graded Letters

By CLARA BEARDSLEY

For Use with Chapter Eleven of the Manual

Dear Miss Hunter:

I know you have been looking forward to receiving that article I was to send you about<sup>20</sup> the origin of corn. I apologize for my failure to do so. The copy I lent E. L. Casey to<sup>20</sup> be read at one of the Community House entertainments has been lost, and there isn't another available<sup>20</sup> in the neighborhood. But here is the gist of the legend:

An Indian lad went to the fasting lodge to pray<sup>20</sup> the Great Spirit to reveal to him some way in which to help his needy people. Soon afterwards he beheld in<sup>100</sup> his doorway the figure of a stranger (Mondamin), clad in green garments and with yellow plumes on his head, who assured<sup>100</sup> the lad that his wish would be granted if he obeyed the stranger's bidding.

He was to wrestle with Mondamin,<sup>100</sup> and must endure until he won the conflict; then bury him, and keep the ground soft, and weed it—and Mondamin would<sup>100</sup> return, bringing the lad the Great Spirit's reward.

Though still weak from fasting, the lad did what was required of him. And,<sup>100</sup> one day, when he came to inspect the ground, he saw a sight beautiful beyond description—there stood a tall, graceful<sup>200</sup> plant, with green leaves and yellow tassels, like Mondamin's garments.

So corn came to the Indians.

The first settlers, in<sup>200</sup> the urgency of their need for food, inquired how to plant and tend it so that an extensive yield would result. Letters<sup>200</sup> sent back to the British Empire described the juicy roasting ears, the cakes corn made, and how its kernels turned inside<sup>200</sup> out over the hot coals.

The settlers patiently pounded their corn into meal in a hollow stone. This inefficient<sup>200</sup> method gave way to crude hand mills and then water mills, and eventually to today's great mills.<sup>200</sup>

Cordially yours, (302)

## Graded Letters

By CHARLES RADER

For Use with Chapter Twelve of the Manual

Dear Mr. Davenport:

My secretary, Mr. Arlington, with whom you spoke over the telephone Wednesday,<sup>30</sup> told me, on my return this morning, of your disappointment at my not being here that day to accompany<sup>40</sup> you to the Jersey City Manufacturing Corporation.

I am greatly disappointed, too, but my absence<sup>80</sup> was unavoidable under the circumstances. Two or three hours before you called I received an urgent<sup>90</sup> wire from one of our senior executives in Harrisburg that necessitated my immediate presence<sup>100</sup> there. He had not succeeded in finding anyone else qualified to give authoritative testimony<sup>120</sup> on the damages involved, before the Legislative Committee investigating the collapse of the<sup>140</sup> Merchants' Warehouse.

In my haste, I neglected to ask Mr. Arlington to notify you of my change of plans.<sup>160</sup> Consequently he had not arranged for anyone to act as my substitute. Usually my assistant,<sup>180</sup> Mr. Houston, would have been able to go with you in my absence, but unfortunately the day I left he<sup>200</sup> and his wife were in Connecticut celebrating their third wedding anniversary, and he started direct from<sup>220</sup> Danbury on a business trip through Massachusetts, Vermont, Canada, and New York. He will contact your salesman at<sup>240</sup> Pittsfield, Bennington, Montreal, Toronto, Niagara Falls, Buffalo, Elmira, Binghamton, and New York<sup>260</sup> before he returns to headquarters.

Mr. R. G. Patterson, our vice-president, and I are picking Houston<sup>280</sup> up on our way to the meeting of the Wholesalers' Association at Cambridge and Mr. Johnston suggests<sup>300</sup> that you drive down with us in time for a discussion beforehand of your negotiations at Jersey City.<sup>320</sup> Did our lawyer conclude to attach the property?

Our seven-passenger automobile will afford comfortable<sup>340</sup> accommodations for us all; you can avoid having to change trains enroute; and we can discuss the entire<sup>360</sup> situation at length on the way. We will drop by for you at Litchfield if you will let us have your street address<sup>380</sup> (the chauffeur may not recognize the house).

We shall leave our office punctually at nine.

Cordially yours, (399)

## A Tank-Town Drama

By HOWARD BRUBAKER

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### PART IV

THE NEXT ACT of this rural play might have been marked in<sup>400</sup> the program, "The same. Two weeks later." In the interim the twins had taken time from holiday festivities<sup>420</sup> to make visits

to Candle Cypress, bring inspiration to the poet and sordid money to Sally in payment<sup>440</sup> for Jin's order of dolls. Unfortunately, Mr. Baylor had been called to Washington. The twins were getting<sup>460</sup> nervous, because the day of the foreclosure was drawing near and they had no father to guide them.

Now the curtain<sup>480</sup> arose on the dark and dismal morning of the twenty-third and the talented stage manager gave Tinkham's Garage<sup>500</sup> an ominous dim light. Upon this gloomy stage walked the Tragedy Twins, each bearing a piece of bad news. A<sup>520</sup> crisis had developed in Washington, June disclosed. Father was hopelessly tied up; he might not even have Christmas<sup>540</sup> with his family.

"Listen, Tink." Jane clutched his arm. "Old Larceny has turned us down. He is going through with the<sup>560</sup> foreclosure. He needs Candle Cypress in his business."

The barber-shop story had come true. On the strength of David's<sup>580</sup> signature to "the papers," Larson had filed a bid for a contract to supply two thousand young cypress trees for<sup>600</sup> a reservoir-planting project. The previous owner of the Blue Rock place had planted ten acres in ornamental<sup>620</sup> evergreens, which were now three years old. If Ham's bid had been rejected he would willingly have taken the<sup>640</sup> home loan bonds, but this morning he was awarded the contract. He would buy in the place for the amount of the mortgage<sup>660</sup> and make a clean-up on the trees. He had already made a good commission on the original sale, got<sup>680</sup> seven per cent interest on the mortgage loan and the fire insurance business, and he would end up as owner<sup>700</sup> of the place. A poet who hated business was heaven's gift to Ham.

THE situation was critical. The<sup>720</sup> foreclosure could be averted only by paying off the three-thousand-dollar mortgage and the other debts, but neither<sup>740</sup> Mr. Baylor nor Tink was in a position to do this.

"Think of something," June begged.

Tink gazed thoughtfully out<sup>760</sup> at the overcast sky.

"It looks as if we'd have a nice snowstorm tomorrow for the Bushnells to be turned out in."<sup>780</sup> He turned suddenly. "All right; you kids beat it. I'm going out to Blue Rock."

The plot was thrown into Tink's lap again<sup>800</sup> and there was another bad quarter of an hour in the kitchen of Candle Cypress, with the door closed to protect<sup>820</sup> David from the Twentieth Century. Larson had declined the bonds, he told Sally, and something else would have to<sup>840</sup> be tried.

"If you don't need old Darty today, I'd like to borrow it, I want to kind of—fix things up." He looked down<sup>860</sup> at the inveterate hand-holder. "Cyn can go along."

"All right, take my jewels," Sally said. When he left, she gave<sup>880</sup> him a fervent handshake. "Good luck, Tink."

They understood each other perfectly.

ON the trip to Greenbriar, Cynthia<sup>900</sup> had the time of her young life. She babbled constantly and gave her boy friend highly colored accounts of things which<sup>920</sup> had happened only in her vivid



imagination. Lunch at a roadside restaurant was a great treat to the<sup>4900</sup> little hick, and when they finally stopped in front of a building in Greenbriar, she was ready for further<sup>4920</sup> entertainment.

"Now what we going to do, Tinky?"

"Something utterly unworthy of us."

But he was puzzled. He<sup>4940</sup> looked again at the address in his notebook. The number was correct, but this was not the mansion of a millionaire;<sup>4960</sup> it was a big boardinghouse, a respectable place, no doubt, but only the landlady would call it elegant.<sup>4980</sup>

Yes, Mr. Bushnell lived here, the maid said, but he had gone out for his afternoon walk. No, sir, he never stayed<sup>4700</sup> long.

Tink waited in the car in the driveway and rearranged his ideas. If Daniel Bushnell was no longer<sup>4720</sup> rich he might be more approachable, but how could he help to save the old homestead?

The straight, vigorous gray man who<sup>4740</sup> came up the walk glanced at the old Darton, then stopped and stared.

"He's my man," thought Tink.

"Mr. Bushnell?" The man nodded. "I<sup>4760</sup> thought you'd like to have a look at one of your best Dartons. Still going strong."

"I'm not buying anything," said Daniel<sup>4780</sup> coldly.

"Good! I haven't anything to sell," Tink introduced himself as a repair man up Chichester way and<sup>4800</sup> shook the old man's unresponsive hand.

"Pleased to meet you." A little red mitten was stuck out of the car.

"This is<sup>4820</sup> Cynthia."

With inward excitement the blasé playgoer saw the famous manufacturer grasp the hand of his<sup>4840</sup> unknown granddaughter.

"Your girl has a nice name."

"We thought maybe you'd like to take a little ride in the old bus," Tink<sup>4860</sup> saw a suspicious look on the older man's face. "Move over, Cyn, and make room."

The child warmed the stranger's heart with a<sup>4880</sup> toothless smile. Daniel hesitated and was lost.

"We might take a little run around; I haven't been in one for<sup>4900</sup> years."

DESPITE his words, Tink did have several things to sell to Daniel Bushnell, and the first thing was himself. As they<sup>4920</sup> drove, he paid high tribute to the old job. The Amalgamated people were not turning out such a sturdy Darton<sup>4940</sup> despite all their modern improvements. Soon the two were deep in technical matters, and Tink found that D. S. was<sup>4960</sup> hungry for shop talk. They agreed or differed on such subjects as impulse neutralizers, self-shifting gears, floating<sup>4980</sup> power, and the theory and practice of aerodynamics. A good time was had by all except one.<sup>5000</sup>

Cynthia, finding the conversation dull, did the best possible thing. She dug herself into Grandpa and took her<sup>5020</sup> afternoon nap.

"What I wanted to ask you, Mr. Bushnell—there's an experiment on the carburetor for<sup>5040</sup> cold-weather starting and it works fine. It's not a patented article. Maybe it's an invention of yours."

Old<sup>5060</sup> Daniel's face looked blank, then lightened.

"That's right, I made a working model. I put it on my own car. Look here, Tink. This<sup>5080</sup> car must be one I used to drive myself."

"Well, it has D.S.B. on the door."

"Who owns it now?"

The big moment had<sup>5100</sup> arrived!

"A poet in Blue Rock. The name is David Bushnell."

"You mean my son?"

"Yes, and the sleeping beauty here is<sup>5120</sup> your granddaughter. There's a boy, too. He wears freckles and tries to build motorcars out of tin cans, but how can he get<sup>5140</sup> anywhere with a father who's seven centuries behind the times?"

Daniel Bushnell was silent for a space, and<sup>5160</sup> Tink felt that the whole experiment was hanging in the balance.

"Yes, sir; David kept the old bus and his mother's<sup>5180</sup> piano and that oil painting." Tink had the guilty feeling of an honest mechanic turned playwright. "No matter<sup>5200</sup> how tough the breaks, that brave little wife of his always pulls them through."

"I ought to run up and see them."

"I know you'd be<sup>5220</sup> welcome, only—" Now the guilty playwright turned actor. "It's a bad time. The village Shylock is foreclosing on them<sup>5240</sup> tomorrow, and they might not have a home."

FOR the first time Daniel Bushnell spoke like a captain of industry:

"Take<sup>5260</sup> me there now, Tink, and tell me the story on the way. I'm not rich any more, but I've got some savings. Maybe<sup>5280</sup> can help."

In the fading twilight Tink delivered two hand-holding Bushnells at the door of Candle Cypress, then beat<sup>5300</sup> a hasty retreat. The act closed on a note of disgusting sentimentality.

"Look, Mother," cried little Cyn.<sup>5320</sup> "Here's my Grandpa."

Before Tink reached home, snow was falling, but the flakes could come down as big as teacups for all he cared.<sup>5340</sup> No Bushnells would be turned out into the storm on Christmas Eve.

. . .

TINK refused to go to the morning conference at<sup>5360</sup> Larson's office, on the remarkable plea that he never butted into other people's affairs. He telephoned<sup>5380</sup> the Baylor twins, however, that persons of low tastes would probably like the show.

At noontime they made the snow<sup>5400</sup> fly in Apple Tree Lane in their eagerness to tell the story. Good old Daniel had come through magnificently.<sup>5420</sup> He had lifted the mortgage and foiled the villain in the finest tradition. Shylock had to pay a decent price<sup>5440</sup> for the trees or forfeit his contract.

"David was there, but he never knew what it was all about," June said. "He still<sup>5460</sup> thinks Ham Larson is Santa Claus. Grandpa is going to move to Candle Cypress. He's living on an annuity,<sup>5480</sup> and it's enough to support the outfit. He'll be around to pay your bill soon, and talk about some invention.<sup>5500</sup> The eccentric old party seems to think well of you."

It was Jane's job to put the revised ending upon this tank<sup>5530</sup>-town drama:

"When all seems lost, here comes the honest young mechanic with a dirty face but a heart of gold. He repairs<sup>5540</sup> the busted family and saves the old homestead."

"Next week, East Lynne," said Tink. (5554)

(The End)

## Actual Business Letters

### Office Appliances

Mr. M. J. Higgins  
215 South LaSalle Street  
Chicago, Illinois

Dear Mr. Higgins:

Have you<sup>30</sup> been able to simplify to your complete satisfaction the accounting problems created by the Wage and<sup>40</sup> Hour Act? Our Payroll Calculator is the fastest system ever devised to assure accuracy in making<sup>60</sup> the complicated calculations now required.

For example, an employee works 49½<sup>80</sup> hours in a work week at the rate of 67½<sup>c</sup> an hour, with time and a half for overtime<sup>100</sup> on a forty-four-hour basis. Our Calculator shows you the total earned—\$35.27<sup>120</sup>—instantly, no figuring to do, just flip over the card in our Payroll Calculator and there you are!<sup>140</sup>

The Calculator also shows overtime and regular earnings separately if you need it that way.

Our<sup>160</sup> line also includes Discount Calculators, Interest Calculators, Freight Calculators, Lumber Calculators,<sup>180</sup> Coal Calculators, Price Checkers, and Letter Forms.

A ten-days' free trial will prove the speed and accuracy<sup>200</sup> of any of our calculators—right in your own office. Just fill out and return the enclosed postal card and<sup>220</sup> make your own test!

Yours truly, (225)

Mr. B. U. Stephens  
Terminal Building  
Atlanta, Georgia

Dear Mr. Stephens:

You can stop that costly<sup>30</sup> turnover of misplaced manpower by using our Standard Testing Program before you hire sales and office employees.<sup>40</sup> It tells you in advance the potential worth of an individual to your organization.

Our Testing<sup>60</sup> Program is a scientific yardstick which measures the capabilities and aptitudes of men and women<sup>80</sup> in either office or sales positions. It also enables you to set up standards of personnel<sup>100</sup> requirements especially applicable to your business.

Send for our informational file which tells you how these<sup>120</sup> tests may be given in your office under your supervision. We evaluate the tests and submit reports.<sup>140</sup> Our fee is moderate, our system effective.

Yours truly, (151)

"ABOVE ALL, don't be idle. If you cannot work for others, do something on your own account. You have creative<sup>30</sup> power, once you are sufficiently stirred to exercise it."—Owen D. Young (31)

## Clear Line Ahead

By FLOYD FOSTER

In The Dixiotype, issued by the Dixie Electrotype Company, Nashville, Tennessee

MANY an old-timer tells of the men with the brake sticks racing over swaying cars, often at night, often in<sup>20</sup> the storm, to set the brakes on the down-grades. Then back again hurrying, slipping, often incurring injury, to<sup>40</sup> kick off the brakes at the foot of the hill.

Hundreds of men went on doing this day after day until a young man<sup>60</sup> not yet twenty-three years of age came along with a big idea that revolutionized the entire railroad<sup>80</sup> industry. It opened the way to vastly increased pay loads per engine; it insured smooth, safe operation; faster<sup>100</sup> schedules. The young man became a national figure almost overnight. His name was George Westinghouse. His big<sup>120</sup> idea was the air brake.

Some day a young man—he may be working on it this very moment somewhere—will come<sup>40</sup> forth with the "big idea" that will revolutionize a half dozen trades and several industries. He may<sup>100</sup> bring forth something startling in alloys, or a more efficient power unit than man has ever dreamed possible,<sup>180</sup> or he may tap a new source of power, or bring forth a new development in engineering, and so on, many<sup>200</sup> times doing the impossible.

Whether the next great development is started by some youth, or by a<sup>220</sup> veteran in research doesn't matter at all. But you can bet on it—safely—that it will be done by someone who<sup>10</sup> has trained himself to reason and to think clearly, whose brain has been disciplined to obey his will, and who has stored<sup>200</sup> his mind with the knowledge that is so essential to achievement that is worth while. (274)

## By Wits and Wags

VENDOR: Buy a Christmas tree, lady; buy a tree and make the kiddies happy.

Old Maid (*blushing*): Sir, I have no children."

Vendor: Buy some mistletoe, lady, nice mistletoe! (30)

• • •

"WHEN water becomes ice," said the professor, "what is the greatest change that takes place?"

"The price, sir." (16)

• • •

SHE: The world is full of rascals. This morning the milkman gave me a counterfeit half-dollar.

He: Where is it, my<sup>30</sup> dear?

She: Oh, I've already got rid of it—luckily, the butcher took it. (34)

• • •

EDITH: Dick, dear, your office is in State Street isn't it?

Dick: Yes, why?

Edith: That's what I told papa. He made

such<sup>30</sup> a funny mistake about you yesterday. He said he'd been looking you up in Bradstreet. (36)

• • •

THE TOP SERGEANT sang out just before the company was dismissed:

"All those fond of music step two paces forward."<sup>20</sup>

With visions of a soft job in the regimental band, half a dozen men stepped out.

The sergeant growled: "Now, then, you<sup>40</sup> six mugs get busy and carry that piano up to the top floor of the officers' quarters." (57)

• • •

A FELLOW has to be a contortionist to live these days. First he has to keep his back to the wall and his ear<sup>20</sup> to the ground. Then he must put his shoulder to the wheel, his nose to the grindstone, keep a level head, and have both feet<sup>40</sup> on the ground. (42)

## December Transcription Project

Dear Mr. Murray:

"The early bird gets the worm"—but for the "late birds"—good picking and a load off the mind!

Perhaps<sup>30</sup> you have been too occupied with other things to think about an attractive Christmas and New Year's greeting message.<sup>40</sup>

Beckon to Anderson's and we'll come on the run with a first-aid kit of attractive forms. Make your selection; we'll<sup>60</sup> run the job off for you and even take care of the addressing and mailing for you if you wish.

This letterhead<sup>80</sup> on which we are writing you is one of our original creations. We have some more of these ready to show<sup>100</sup> you and will design some to your own specifications if nothing that we have on hand suits. Telephone Main 9<sup>120</sup>.6004 or drop us a line on the enclosed card. We'll be with you pronto and will have your order out in<sup>140</sup> a jiffy, giving you something new in the way of "compliments of the season to your friends and customers."<sup>160</sup>

Cordially yours, (162)

Dear Prospect:

That fresh, sweet-flavored chicken you get down on the farm is a swell dish! Here's why: When Aunt Melissa<sup>20</sup> guillotines a plump bird on Saturday for Sunday dinner—the first thing she does is to clean it. A chicken's interior<sup>40</sup> machinery can quickly ruin the flavor.

The trouble with ordinary chickens is that they hang around<sup>60</sup> stores too long before they are cleaned. For another thing, a bunch of half-plucked chickens has no sales appeal. Some smart<sup>80</sup> folks got wise to this and figured out a better system. In a nutshell, it consists of drawing and dressing chickens<sup>100</sup> right after they're killed, wrapping them in Cellophane transparent film, and popping them into sub-zero temperature<sup>120</sup> for quick-freezing that seals in the delicious

flavor. Try one of our packaged products for your Christmas dinner!<sup>140</sup> You will appreciate its tip-top quality and the time it will save you in preparing that dinner.

Yours<sup>160</sup> truly, (161)

## The Kind Man and the Viper

(Junior O. G. A. Test for December)

A LABORING MAN returning home one very cold day ran on a snake in the road. It was half dead with freezing.<sup>20</sup> Taking pity on it, he picked it up, put it in his bosom to warm it, and brought it home, where he placed it close<sup>40</sup> to the fire. When the heat had thawed out and brought the snake back to life, it began to attack his little ones.

Seeing<sup>60</sup> this, the man whose pity had saved its life took up a spade and beat the snake to death. "If you return evil for good<sup>80</sup> you may expect pity to come to an end," he said. (89)

## "Make Hay While the Sun Shines"

(O. G. A. Contest Copy)

IF you have a flair for good hard study, do not let any of your pals discourage you by telling you how foolish<sup>20</sup> it is. Life is made up of many things, not least of which is to be able to do one thing well. We apprehend<sup>40</sup> and correct our faults, not so much because there is especial virtue in doing so but because failure in<sup>60</sup> life is due many times to these hindrances to our hidden talents.

Your classmates may "jolly" you for spending hours<sup>80</sup> writing this copy. You are taking that time because each time you rewrite it you know you can improve upon the<sup>100</sup> other writing. You are "making hay while the sun shines" and your friends who are wasting their time will see how foolish they<sup>120</sup> have been when you win recognition for your achievement in *shorthand*; and they will wish they had had your foresight and<sup>140</sup> ambition. (142)

—\*—

IN 1781 Josiah Wedgewood, of Wedgewood Pottery Fame, wrote: "All works of taste must bear a price in proportion to the skill, taste, time, expense and risk which attend their invention and manufacture. Those things called dear are, when justly estimated, the cheapest: they are attended with much less profit to the artist than those which everybody calls cheap.

"Beautiful forms and compositions are not made by chance, nor can they ever, in any material, be made at small expense. A composition for cheapness, and not excellence in workmanship, is the most frequent cause of rapid decay and entire destruction of arts and manufacture."—*Electric Dealers*

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• • •

"During the past fourteen years—seven in Oregon, three in Idaho and four in Pennsylvania—and again this year (making fifteen years in all)—my annual subscription has been for 100 per cent of the students enrolled in all of the shorthand classes. I do not know whether this is an exceptional record or not, but I do know that the 'Gregg Writer' has been of inestimable value in my teaching experience and I cannot praise it too highly."—*Nellie Lu Eaton, The Altoona School for Secretaries, Altoona, Pennsylvania.*



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